

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge General geographical knowledge, position and significance, UK and Global	<i>People and communities.</i>		<i>North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.</i>		<i>Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.</i>			
	22-36 months In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 30 – 50 months Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	40 – 60 months Enjoys joining in with family customs and routines. ELG They know about similarities and differences between themselves and others, and among families, communities and traditions.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map and temperate regions, and be able to name some of the main cities in Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator, N. and S. Hemisphere, Locate and name the main counties including Yorkshire and cities in/around Bradford.	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. On a world map, locate areas of similar environmental regions, such as desert, rainforest or temperate regions. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Identify longest rivers in the world (Nile, Amazon etc) and compare with UK.	Identify largest deserts in the world, and highest mountains. Compare with UK. Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. (Victorians).	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Prime/GMT and time zones (including day and night). Linking with History, map how land use has changed in local area over time. (History study on Whitby). Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (Study on Whitby).
Place knowledge Compare and contrast			<i>Local scale study UK & Non - European country</i>		<i>Regional comparison UK, European country, North or South America</i>			
	22 – 36 months Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. 30 – 50 months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	40 – 60 months Looks closely at similarities, differences, patterns and change. ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	Compare a region of the UK with a region in Europe: Hamm in Germany (twin town of Bradford). Identify and compare physical features for example hills, mountains, use of land etc. Links to Science and rock types.	British Isles – compare and contrast an island from the British Isles to a tropical or volcanic island. Look at land use and distribution of natural resources including supply of food, water and energy. Different types of islands including physical features such as rivers, mountains, volcanoes and earthquakes, climate zones.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Uruguay and Chile class focus, or another North or South American country. Understand some of the reasons for similarities and differences.	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK compared with a region in South America – Amazon Rainforest. Compare and contrast a city with a coastal region in the UK (Bradford and Whitby) through studying the similarities and differences of human and physical geography in these areas.

Geography Whole School Progression Map 2019-2020

Human and physical			Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles	Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.				
Local and global scales		ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: ☒ key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather ☒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Use basic geographical vocabulary to refer to: ☒ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Human geography including trade links in the Pre-roman and Roman era.	Describe and understand key aspects of: Volcanoes. Earthquakes. Types of settlements in modern Britain: villages, towns, cities. Understand key aspects of land use in these settlements including economic activity and trade links, rivers and mountains.	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration. Climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe.	Describe and understand key aspects of : Distribution of natural resources focussing on energy and the impact of deforestation on global warming and environmental issues. Include study of economic activity including trade links and distribution of natural resources including energy, food and water. Fair/unfair distribution of resources (Fairtrade and environmental issues linked to Amazon Rainforest). (Fishing industry and links to Whitby).
Enquiry, mapping, fieldwork, critical thinking, vocabulary		Use world maps, atlases and globes to identify United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use skills to identify and locate different features in the local community.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references, and basic symbols and a key, (including the use of a simplified Ordnance Survey maps). Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Teaching of longitude and latitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.