

Geography – Progression Overview

	EYFS (Reception)		
	Autumn	Spring	Summer
<u>LOCATIONAL KNOWLEDGE</u>	I recognise features of my immediate environment.	I can recognise and discuss the seasonal changes that I observe in my local community using key vocabulary.	I understand and can discuss changes in my immediate environment.
<u>PLACE KNOWLEDGE</u>	I know that there are other places in the world. I can recognise that there are places different to where I live.	I can discuss similarities and differences about my local environment and others using geographical vocabulary. I recognise similarities and differences between this country and lives of others ie language.	I recognise that the weather can be different in other countries.
<u>HUMAN & PHYSICAL GEOGRAPHY</u>	I can explore the world around me using my senses. I show awareness of seasons and weathers.	I understand how to respect and care for the natural environment and all living things. I am beginning to understand the negative impact that humans can have on the environment.	I can recognise seasonal weather features. I can explain ways that I can make a positive change towards sustainability.
<u>GEOGRAPHICAL SKILLS & FIELDWORK</u>	I recognise features of my immediate environment. <i>(Using appropriate names)</i>	I can talk about my immediate environment using positional language. I have awareness of maps and what they are used for.	I can use maps to find key features of my local environment. I can create maps as a means of direction.

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	KS1		KS2			
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>LOCATIONAL KNOWLEDGE</u>	Name and locate the four countries of the United Kingdom. Identify where Yeovil is in the UK. <i>(Build upon Reception Year work)</i> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>(Recap Yr 1)</i> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>(Recap/extend Yr 1)</i>	Locate and name the continents on a World Map. <i>(Recap Yr 2)</i> Locate and name the countries making up the British Isles, with their capital cities. <i>(Recap Yr 2)</i> Locate the main countries of Europe including Russia. Identify capital cities of Europe. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. 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, either desert, rainforest or temperate regions.	Locate the main countries of Europe including Russia. <i>(Recap Yr 3)</i> Identify capital cities of Europe. <i>(Recap Yr 3)</i> Locate and name the main countries and cities in England. Locate and name the main counties and cities in and around Somerset/The South West. Compare 2 different regions in UK rural/urban. <i>(Yeovil and London)</i> <i>Linking with local History,</i> compare land use maps of UK from past with the present, focusing on land use.	Locate the main countries in Europe and North or South America. Locate and name the principal cities. <i>(Recap/extend Yr 3 + 4)</i> Name and locate the major rivers of the world. Identify the position and significance of latitude/longitude and the Greenwich Meridian. <i>Linking with Science,</i> time zones, night and day. <i>Linking with local History,</i> map how land use has changed in local area over time. <i>(Recap/extend Yr 4)</i>	On a world map locate the main countries in Africa, Asia and Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. <i>(Recap previous years)</i> Name and locate the major mountain ranges of the world. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. <i>(Recap previous years)</i>

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<u>PLACE KNOWLEDGE</u>	Understand geographical similarities and differences through studying the Human and Physical Geography of a small area of the United Kingdom. <i>(Yeovil/School and surrounding local area)</i>	Understand geographical similarities and differences through studying the Human and Physical Geography of a small area of the United Kingdom <i>(Isle of Coll)</i> and of a small area in a contrasting non-European country. <i>(Kenya)</i>	Compare a region in UK with a region in N. or S. America with significant differences and similarities. <i>(Yeovil/Brazil)</i> Compare a region of the UK with a region in a European country. <i>Select during 'Where in the World?' Topic.</i>	Understand geographical similarities and differences through the study of Human and Physical Geography of a region of the United Kingdom <i>(Yeovil/London)</i> , a region in a European country <i>(Italy/Iceland)</i> , and a region within North or South America <i>eg San Andreas Fault or Mt St Helens.</i> <i>(Earthquakes/Volcanoes Study)</i> Understand geographical similarities and differences through the study of Human and Physical Geography of a region of the United Kingdom <i>(Yeovil/London)</i> and a region in Asia <i>(India).</i>	Understand geographical similarities and differences through the study of Human and Physical Geography of a region of the United Kingdom <i>(Yeovil/Somerset)</i> and a region in a European country <i>(Athens - Greece).</i> <i>(History link)</i> Compare a region of the UK <i>(Somerset Levels)</i> with a region in Europe <i>(Athens -Greece)</i> <i>eg. a local flat area with a hilly one.</i>	Compare a region in UK <i>(Bristol - Somerset)</i> with a region in N. or S. America with significant differences and similarities. <i>(Mexico)</i> Understand some of the reasons for similarities and differences.

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<u>HUMAN & PHYSICAL GEOGRAPHY</u>	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: <u>Key Physical features</u> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>(Build upon Reception Year work)</i> <u>Key Human features</u> including: city, town, village, factory, farm, house, office, port, harbour and shop. <i>(Build upon Reception Year work)</i>	Use basic geographical vocabulary to refer to: <u>Key Physical features</u> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>(Recap/extend Yr 1)</i> <u>Key Human features</u> including: city, town, village, factory, farm, house, office, port, harbour and shop. <i>(Recap/extend Yr 1)</i>	Describe and understand key aspects of: <u>Physical Geography</u> including: climate zones, biomes and vegetation belts, rivers and the water cycle, excluding transpiration. <u>Human Geography</u> including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Trade links in the Roman era. <i>(History link)</i> Types of settlements in Viking, Saxon Britain. <i>(History link)</i>	Describe and understand key aspects of: <u>Physical Geography</u> including: brief introduction to volcanoes and earthquakes <i>linking to Science: rock types.</i> <u>Human Geography</u> including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <i>(Recap Yr 3)</i> Trade links in the Pre-roman era. <i>(History link)</i> <i>(Recap Yr 3)</i> Types of settlements in modern Britain: villages, towns, cities compare to <i>(India)</i> Types of settlements in Early Britain. <i>(History link)</i> Why did early people choose to settle there?	Describe and understand key aspects of : <u>Physical Geography</u> including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. <i>(Fieldwork: Ashford Water Works)</i> <u>Human Geography</u> including trade between UK and Europe and ROW <i>(History link)</i>	Describe and understand key aspects of : <u>Physical Geography</u> including Mountains, Volcanoes and earthquakes <i>(Recap/extend Yr 4)</i> looking at plate tectonics and the ring of fire. <i>Focus in particular on European and North and South America where possible.</i> <u>Human Geography</u> including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <i>(Recap/extend Yr 4)</i> Trade between UK and ROW. <i>(History link)</i> <i>(Recap/extend Yr 5)</i> Fair/unfair distribution of resources. <i>(Mexico).</i>

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<u>GEOGRAPHICAL SKILLS & FIELDWORK</u>	Use world maps, atlases and globes to identify the United Kingdom and its countries. <i>(ICT link)</i> <i>(Build upon Reception Year work)</i>	Use world maps, atlases and globes to identify the United Kingdom and its countries. <i>(ICT link)</i> <i>(Recap/extend Yr 1)</i>	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <i>(Recap/extend Yr 2)</i>	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <i>(Recap/extend Yr 3)</i>	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <i>(Recap/extend Yr 4)</i>	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <i>(Recap/extend Yr 5)</i>
	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. <i>(Build upon Reception Year work)</i>	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.	Learn the eight points of a compass, 2 figure grid reference <i>(maths co-ordinates)</i> , some basic symbols and key <i>(including the use of a simplified Ordnance Survey maps)</i> to build their knowledge of the United Kingdom and the wider world.	Revise the eight points of a compass, <i>(Yr 3)</i> and learn four-figure grid references. 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. <i>(Recap/extend Yr 3)</i>	Use the eight points of a compass, four-figure grid references, <i>(Recap Yr 4)</i> and symbols and keys <i>(including the use of Ordnance Survey maps)</i> to build their knowledge of the United Kingdom in the past and present. <i>(Recap/extend Yr 3)</i>	Extend to 6 figure grid references with teaching of latitude and longitude in depth. <i>(Extend Yr 5)</i>
	Use simple compass directions and locational/directional language to describe the location of features and routes on a map.	Use simple compass directions (North, South, East and West) and locational and directional language <i>eg., near and far; left and right</i> , to describe the location of features and routes on a map. <i>(Recap/extend Yr 1)</i>	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. <i>(Recap/extend Yr 2)</i>		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. <i>(Recap/extend Yr 4)</i>	Expand map skills to include non-UK countries. <i>(Recap previous years)</i> <i>Where possible:</i> <i>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.</i>