



*St Peter's C of E Primary School*  
**Geography Progression**

**'Let Your Light Shine'**

Matthew 5:16

# Geography EYFS

## Understanding the World

### ELG: People, Cultures and Communities

**ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**

- ❖ Know that they live in Chorley.
- ❖ Describe what can be seen, heard, felt when outside.
- ❖ Understand that maps show where places are.
- ❖ Identify features on a simple map.
- ❖ Know that signs and symbols can tell us about a place.
- ❖ Can describe their journey to school.
- ❖ Use basic geographical vocab. to refer to physical/human features.
- ❖ Draw and create their own maps using real objects and or pictures and symbols.
- ❖ Use directional language to describe how to get to somewhere.

**ELG: Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.**

- ❖ Comment and ask questions about other faiths and cultural communities.
- ❖ Understand that some places are special to members of the community.
- ❖ Can talk about their own experiences/celebrations as well as others.

**ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.**

- ❖ Talk about where they live in relation to school, how busy the environment is and describes what they can see.
- ❖ Know where they live and the type of building they live in.
- ❖ Know that every home has its own address.
- ❖ Know that more than one house is in a village or town and that cities have lots of houses.
- ❖ Know that there are different countries in the world
- ❖ Understand that maps show where places are.
- ❖ Can talk about other countries that are represented in our class/studied (linked to round the world Wednesday).

### ELG: The Natural World

**ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.**

- ❖ Explore collections of materials, identifying similar and different properties.
- ❖ Can name their five senses.
- ❖ Can discuss how to care for living things and their habitats.
- ❖ Can answer questions about what they have observed.
- ❖ Know most plants start growing from a seed or bulb.
- ❖ Know plants need water, warmth and light to grow and survive
- ❖ Looks carefully at plants, talking about what shapes and colours they can see.
- ❖ Makes observations about shapes/colours and record these through drawings.

**ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**

- ❖ Can talk about the environment around them.
- ❖ Can describe how the natural environment in areas studied is different to ours.
- ❖ Can answer questions about what they have observed.
- ❖ Can talk about different habitats and why they are good for certain living things, including underwater worlds.
- ❖ Can talk about how different animals live in different climates.
- ❖ Express opinions on natural and built environments.
- ❖ Show an understanding of how humans can impact the environment and what we can do to help.

**ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

- ❖ Explores the natural environment around them.
- ❖ Talk about changes that happen in the natural environment during the 4 seasons.
- ❖ Know that the weather can be different in different countries.
- ❖ Make observations about how things are different at night compared to during the day (flowers close up, animals, light etc.)
- ❖ Can talk about how and why ice is formed.
- ❖ Observe and discuss natural processes such as melting ice, a magnet attracting an object.

## Geography Key Stage 1

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European county.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>➤ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>➤ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p style="text-align: center;"><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>❖ Name and locate the 7 continents.</li> <li>❖ Name and locate the 5 oceans.</li> <li>❖ Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</li> <li>❖ Identify the UK on a world map.</li> <li>❖ Know that they live in the UK and that the UK is in Europe.</li> <li>❖ Know where the Equator, North Pole and South Pole are on a map and a globe.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Talk about people and places within their local environment.</li> <li>❖ Know their address including postcode.</li> <li>❖ Recognise similarities and differences between Chorley and a contrasting place in the UK.</li> <li>❖ Talk about people and places beyond their local environment.</li> <li>❖ Know the features of a city, town and village.</li> <li>❖ Identify the key features of a location in order to say whether it is a city, town or village.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Name some types of weather and describe the weather associated with the four seasons.</li> <li>❖ Understand that different countries have different types of weather.</li> <li>❖ Make predictions about where the coldest and hottest places in the world are.</li> <li>❖ Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river.</li> <li>❖ Use basic geographical vocab to refer to key human features including: city, town, village, farm, factory, house, shop.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use a range of maps, globes and atlases.</li> <li>❖ Know which is N, S, E and W on a compass.</li> <li>❖ Identify landmarks and geographical features on a range of maps, plans, photographs.</li> <li>❖ Devise a simple map.</li> <li>❖ Use and construct basic symbols in a key.</li> <li>❖ Ask questions about the weather and seasons.</li> <li>❖ Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</li> </ul>
<p style="text-align: center;"><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>❖ Name and locate the four countries of the UK and their capital cities.</li> <li>❖ Name and locate the seas that surround the UK.</li> <li>❖ Be able to identify characteristics of the 4 countries of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make comparisons between an area of the UK and an area of another country.</li> <li>❖ Ask geographical questions e.g. What is it like to live in this place? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</li> <li>❖ Draw pictures to show how places are different and write comparatively to show the difference.</li> <li>❖ Express own views about a place, people and environment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the difference between weather and climate.</li> <li>❖ Understand that different countries have different climates.</li> <li>❖ Use both maps and globes to identify the coldest and hottest places in the world.</li> <li>❖ Know features of hot and cold places in the world.</li> <li>❖ Recognise and describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify the UK and its countries, continents, oceans and countries studied in maps, atlases and globes.</li> <li>❖ Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.</li> <li>❖ Use aerial photographs and plan perspectives to recognise landmarks and geographical features.</li> <li>❖ Use simple fieldwork and observational skills to study the school and its grounds.</li> <li>❖ To carry out a simple fieldwork study of the local environment.</li> </ul>

## Geography Key Stage 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions; key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p>	<p>Identify human and physical characteristics of the UK including key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of the physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food minerals and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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 and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including, sketch maps, plans and graphs, and digital technologies.</p>

## Year 3

- ❖ Name and locate some of the countries in Europe.
- ❖ Know that we live in Lancashire and locate it on a map of the UK.
- ❖ Name and locate cities that are close to where we live.
- ❖ Name and locate some other counties and cities of the UK.
- ❖ Identify the Equator, the Northern and the Southern Hemispheres on a map of the world.

- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom (The Lake District)
- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Athens)

- ❖ Describe and understand key aspects of physical geography, including: rivers, the water cycle, mountains, volcanoes and earthquakes.
- ❖ Describe and understand key aspects of human geography, including: types of settlements, land-use and the distribution of natural resources.

- ❖ Use maps, atlases and globes to locate European countries.
- ❖ Use maps to follow a river's path.
- ❖ Know and name the eight points of a compass.
- ❖ Know what some ordnance survey symbols stand for.
- ❖ Know how to use four-figure grid references.
- ❖ Know how to plan a journey within the UK, using a road map.
- ❖ Carry out a fieldwork investigation.
- ❖ Begin to explore contour lines on a map to identify hills/mountains.

## Year 4

- ❖ Name and locate countries of Europe and some major cities.
- ❖ Locate Russia on a map in comparison to other countries.
- ❖ Name and locate counties and cities of the UK and identify their human and physical characteristics.
- ❖ Begin to identify key topographical features of the UK (hills, mountains, coasts, rivers etc.)
- ❖ Understand the significance of longitude and latitude.

- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom (The Lake District)
- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Athens)
- ❖ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?

- ❖ Describe and understand key aspects of physical geography, including: rivers, the water cycle, mountains, rainforests, volcanoes and earthquakes.
- ❖ Describe and understand key aspects of human geography, including: types of settlements, land-use and the distribution of natural resources.
- ❖ To understand how and why some aspects have changed over time.

- ❖ Use maps, atlases and globes to locate European countries and their capitals.
- ❖ Use digital mapping to follow a river's path (Google Earth/Digimaps World Maps)
- ❖ Confidently use four-figure grid references.
- ❖ Plan a journey using a road map.
- ❖ Express their opinions on environmental issues (e.g. deforestation) and recognise how people can affect the environment positively and negatively.
- ❖ Communicate geographical information using different methods including presentations, maps, graphs, plans or digital methods.

## Year 5

- ❖ Locate some countries and cities in the world and environmental regions.
- ❖ Name and locate countries of North and South America.
- ❖ Identify key topographical features of the UK (hills, mountains, coasts, rivers etc.)
- ❖ Begin to explore land-use patterns.
- ❖ Identify the position and significance of the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle.

- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in North America – New York.
- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in South America – The Amazon Rainforest and Brazil.

- ❖ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
- ❖ Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources.

- ❖ Know how to use six-figure grid references.
- ❖ Recognise an increasing range of OS symbols.
- ❖ Use Google Earth to locate a country and to explore different biomes.
- ❖ Understand the difference between OS maps and other maps and when to use each
- ❖ Carry out a fieldwork investigation
- ❖ Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn etc.

## Year 6

- ❖ Name and locate countries around the world including their environmental regions.
- ❖ Identify human and physical characteristics of countries around the world.
- ❖ Locate some countries and their major cities.
- ❖ Understand land-use patterns and how these have changed over time.
- ❖ Investigate time zones.

- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in North America – New York.
- ❖ Understand geographical similarities and differences through the study of human and physical geography of a region in South America – The Amazon Rainforest and Brazil.
- ❖ Ask and answer questions that are more causal.

- ❖ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
- ❖ Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources.
- ❖ To understand how and why some aspects have changed over time.

- ❖ Explore graphs that record features such as temperature or rainfall across the world; create their own.
- ❖ Interpret a wider range of information from maps including scale and thematic maps.
- ❖ Develop their views and attitudes towards global issues and events.
- ❖ Communicate geographical information using a wide range of methods including extended writing.

