



| <b>Early Years Foundation stage Early Learning Goals</b>   | <b>Key stage 1 National curriculum expectation</b>  | <b>Key stage 2 National curriculum expectation</b>  |
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| <p>Understanding the World ELG:<br/>People, Culture and Communities<br/>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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.</li> </ul> <p>The Natural World<br/>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use basic geographical vocabulary to refer to: <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> </li> </ul> | <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and</li> </ul> |



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|  | <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> | <p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>○ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>○ 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</li> </ul> </li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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 Geography 187</li> <li>• 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.</li> </ul> |
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| Locational Knowledge   |   |   |  |  |  |   |
|--|---|---|--|--|--|---|
| EYFS   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
| <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>1.1 To locate where I live in the local area</p> <p>1.2 To locate our school in our local area</p> <p>1.3 To name the countries and capital cities of the UK</p> | <p>2.1 To understand where a non-European country is</p> <p>2.2 To name and locate the world's seven continents and five oceans</p> | <p>3.1 To name and locate the countries and cities of the UK</p> <p>3.2 To name and locate the main rivers and seas of the UK</p> <p>3.3 To name and locate areas of high ground in the UK (mountains)</p> <p>3.4 To describe how the UK has changed over time – land-use patterns</p> <p>3.5 To describe how the UK has changed over time – land-use patterns</p> | <p>4.1 To describe the key features of the polar regions and compare them to the UK</p> <p>4.2 To explain the position and significance of the prime meridian</p> <p>4.3 To explain the position and significance of time zones</p> <p>4.4 To name and locate areas of high ground in Europe (volcanoes)</p> | <p>5.1 To explain the position and significance of the equator, northern/southern hemispheres</p> <p>5.2 To identify lines of latitude and longitude</p> <p>5.3 To locate the world's countries using maps with a focus on North America</p> <p>5.4 To focus on environmental regions, countries and major cities.</p> | <p>6.1 To locate the world's countries using maps with a focus on South America</p> <p>6.2 To focus on environmental regions, countries and major cities.</p> <p>6.3 To locate the world's oceans and plastic pollution deposits.</p> |



| Place Knowledge  |  |  |  |   |  |   |
|--|--|--|--|---|--|---|
| EYFS   | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
| <p>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.</p> | <p>1.4 To understand the differences between a town and countryside</p> <p>1.5 To compare two capital cities</p> | <p>2.3 To compare what life is like in a non-European city compared to a UK city</p> <p>2.4 To understand where a non-European country is in the world</p> <p>2.5 To understand what life is like for people in the non-European country</p> <p>2.6 To compare schools in non-European country to those in the UK</p> <p>2.7 To understand what the culture is like in a non-European country</p> <p>2.8 To compare a UK child's life with a child's life in</p> | <p>3.6 To understand geographical similarities and difference through human and physical geography of a region of the UK</p> | <p>4.5 To compare the features of a western European country landscapes with our own area</p> <p>4.6 To compare the climate of a western European country landscapes with our own area</p> <p>4.7 To compare the human geography of a western European country landscapes with our own area</p> <p>4.8 To present information on one area of a western European country</p> <p>4.9 To compare the features of the rainforest landscape with our own area</p> <p>4.10 To compare the climate of the Australian landscapes (focus</p> | <p>5.5 To compare the features of North America landscapes with our own area</p> <p>5.6 To compare the climate North America landscapes with our own area</p> <p>5.7 To compare the human geography of North America landscapes with our own area</p> <p>5.8 To present information on one area of North America</p> | <p>6.4 To compare the features of South America landscapes with our own area</p> <p>6.5 To compare the climate South America landscapes with our own area</p> <p>6.6 To compare the human geography of South America landscapes with our own area</p> <p>6.7 To present information on one area of South America</p> <p>6.8 To understand geographical similarities and difference through human and physical geography of our local region</p> |



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|  |  | non-European country |  | on the Daintree rainforest region) with our own area<br><br>4.11 To present information on Daintree's rainforest. |  |  |
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| Human Physical Geography  |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
| EYFS  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
| <p>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;</p> | <p>1.6 To understand what the weather is like in our country</p> <p>1.7 To understand the different seasons in a year</p> <p>1.8 To understand the dangers of weather</p> <p>1.9 To understand what hot and cold countries are like</p> <p>1.10 To use basic geography to refer to key human features: including city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>2.9 To understand some of the main animals which live in a Non-European country.</p> <p>2.10 To use basic geography to refer to key physical features: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>2.11 To use key words to describe seaside locations</p> <p>2.12 To describe a seaside town In the UK</p> <p>2.13 To use a map to locate the main British islands</p> <p>2.14 To understand the difference between hot and</p> | <p>3.7 To describe and understand rivers</p> <p>3.8 To name the main rivers in the UK</p> <p>3.9 To describe the ways rivers are used</p> <p>3.10 To explain the impact of damming rivers (holding back floods)</p> <p>3.11 To explain how water and weather can change the landscape</p> <p>3.12 To name the mountains within the UK</p> <p>3.13 To look at and describe the impact of erosion on coastlines across the UK</p> <p>3.14 To explain renewable sources of electricity</p> | <p>4.12 To explain how volcanoes are formed</p> <p>4.13 To explain what causes earthquakes and how they are measured</p> <p>4.14 To explain what causes tsunamis and how they affect people</p> <p>4.15 To explain what causes tornadoes and the effects they have</p> | <p>5.9 To explain where our food comes from – food miles</p> <p>5.10 To understand the importance of conserving food, energy and water supplies</p> <p>5.11 To understand the importance of conserving food, energy and water supplies</p> | <p>6.9 To describe a key feature of a river system</p> <p>6.10 To explain how erosion and deposition work in rivers</p> <p>6.11 To explain why and how landscapes change over time</p> <p>6.12 To predict how physical and human features might change the landscape in the future</p> |



East Stour Primary School

Geography Progression Document

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|  |  | cold countries<br>across the world | 3.12 To explain<br>what settlers need |  |  |  |
|--|--|------------------------------------|---------------------------------------|--|--|--|



| Geographical Skills and Field Work   |   |  |  |   |   |   |
|--|---|--|--|---|---|---|
| EYFS   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | <p>1.11 To draw a simple map</p> <p>1.12 To use and construct basic symbols in a key.</p> <p>1.13 To understand what our classroom looks like</p> <p>1.14 To understand the route, we take to school</p> <p>1.15 To begin to recognise map symbols</p> <p>1.16 To use a world map, atlas or globe to identify the countries of the UK</p> <p>1.17 To use aerial photographs to recognise landmarks and human and physical features.</p> | <p>2.15 To use a world map, atlas or globe to identify the world's seven continents and five oceans.</p> <p>2.16 To use simple compass directions (NESW)</p> <p>2.17 To use a map to find a town and use locational and directional language to describe the features and routes on a map..( e.g. left, right, near , far )</p> <p>2.18 To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> | <p>3.15 To use maps, atlases and digital mediums to name and locate countries and cities of the UK</p> <p>3.16 To use maps, atlases and digital mediums to name and locate the main rivers and seas of the UK</p> <p>3.17 To use maps, atlases and digital mediums to locate some of the counties of the UK</p> <p>3.18 To use maps, atlases ad digital medium to identify settlements built by invaders</p> <p>3.19 To use maps, atlases and digital medium to identify links between settlements</p> | <p>4.16 To use maps, atlases and digital mediums to identify areas of the world containing rainforests</p> <p>4.17 To describe climate zones, biomes and vegetation belts</p> | <p>5.12 To find information in an atlas using the index</p> <p>5.13 To use a key to describe the features of a OS map</p> <p>5.14 To use the 8 compass to describe routes on a map</p> <p>5.15 To use 4 or 6 figure grid references to locate place on map</p> <p>5.16 To plan a journey using the 8 compass points/4/6 figure grid</p> <p>5.17 To describe how maps have changed over time</p> | <p>6.13 To examine the features of a river</p> <p>6.14 To use fieldwork to observe, measure and record features in the local area including sketch maps and plans</p> <p>6.15 To describe climate zones, biomes and vegetation belts</p> <p>6.16 To find information in an atlas using the index and contents.</p> <p>6.17 Use the keys in an atlas and other digital mapping software to describe the landscape and climate of regions of South America.</p> |