Millhouse Primary School - Geography Progression map

Locational knowledge	▪ 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			▪ 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 ▪ 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 ▪ 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)			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• Name, locate the four countries and capital cities of the United Kingdom and its surrounding seas. • Name Europe, Africa and Australia, The Pacific and Atlantic Oceans	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name and locate the world's 7 continents and 5 oceans.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle • Use maps to name and locate counties and cities of the United Kingdom Use maps to locate the countries of Europe and identify their main physical characteristics.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Locate the countries of Europe and identify their main physical and human characteristics.	•Identify and describe the geographical significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Name and locate some of the countries and major cities of Europe, and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Name and locate some of the countries and cities of Europe, North and South America and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Describe how locations around the world are changing and explain some of the reasons for change.

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Place knowledge		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 the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	
	EYFS	Year 1	Year 2	Year 3/ Year 4	Year 5/ Year 6
	Makes observations of animals and plants and explains why some things occur, and talks about changes Talks about why things happen and how things work Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Identify land use immediately around the school.	Identify land use around the school. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	• Describe geographical similarities and differences between a region of the UK, a region of Europe and a region within North or South America.	• Understand some of the reasons for geographical similarities and differences between countries. • Describe how countries and geographical regions are interconnected and interdependent.

Millhouse Primary School - Geography Progression map

	EYFS Developmental Matters 21	Year 1	Year 2	Year 3/ Year 4	Year 5/ Year 6
	Begin to understand the effect their behaviour can have on the environment Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another	• Identify seasonal and daily weather patterns in the United Kingdom	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. • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	• **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use.	• **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

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Geographical skills and fieldwork		• 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 • 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 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 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 maps, atlases, globes and digital/computer mapping 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 and the wider world • 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.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Responds to and uses language of position and direction Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints	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 the school Use aerial images and plan perspectives	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment Use aerial images and plan perspectives to recognise landmarks and basic physical features.	Use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe a major feature.	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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 Explain which is preferred and why.	Use the eight points of a compass, six-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use different types of fieldwork sampling (random and systematic) to	• Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local

	May enjoy making simple maps of familiar and imaginative environments, with landmarks	to recognise landmarks Use locational language (e.g. near and far) to describe the location of features and routes on a map Devise a simple map; and use and construct basi c symbols in a key.	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references .	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans		observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).