



Progression Document for Geography

Progression Document for EYFS

	0-3 Years - N1 (Jan Nursery Starters)	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)	Reception
Disciplinary Knowledge Local area walks and exploration Using maps and atlases Photographic evidence Observation of plants, animals and seasonal changes	Key Vocabulary: Material, outside/inside, weather, hot, cold.	Key Vocabulary: Weather, natural, growing, life cycle, country, same/different	Key Vocabulary: Map, country, England, Thorpe Hesley, seasons, weather, change, similar/different, near/far.
	Substantive Knowledge: Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	Substantive Knowledge: Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Substantive Knowledge: Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

Progression Document for KS1/KS2

	Year 1	Year 2	Year 3
Disciplinary Knowledge Map work Local walks Google maps/earth Collect first hand evidence Group discussion Fieldwork Sketching Interpreting graphs and digital images	Key Vocabulary: Country, England, Wales, Northern Ireland, Scotland, similar/different, near/far, weather, seasons, capital cities, environment, direction, countryside, town, city, village	Key Vocabulary: Continent, country, ocean, weather, map, compass, North, South, East, West, human features, physical features, Northern hemisphere, Southern hemisphere.	Key Vocabulary: Continent, river, sea, capital city, volcano, climate, British Isles, equator, mapping, locate, tropical, temperate, features, key.
	Substantive Knowledge: To name the four countries making up the British Isles, with their capital cities and locate them on a map. To name the surrounding seas of the United Kingdom. To talk about the main features of each of the four countries that make up the United Kingdom. To talk about people and places within my local environment. To talk about people and places beyond my local environment. To compare and contrast the human and physical features of two British localities. To talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. To identify land use around the school. To use simple maps and globes to recognise countries within the UK and identified oceans. To identify images which have been taken from above (aerial photos). To follow instructions responding to direction language: left, right, up, down, forwards, backwards. To use a simple key to recognise physical or human features on a map. To create a simple map of the local environment. To use simple fieldwork to observe, measure and record the human and physical features in the school grounds.	Substantive Knowledge: To name the continents of the world and locate them on a map. To name the world oceans and locate them on a map. To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To compare a local city/town in England with a contrasting city in a non-European country. To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. To compare and contrast the human and physical features of a British locality with a non-European locality. To talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate with accuracy countries of the UK including the capital cities, continents and identified oceans. To use aerial images to recognise landmarks and basic physical features. To learn and use the four points of a compass to describe the location of features on a map. To use simple grid references? (A1, B1) To devise a simple map and construct basic symbols in a key. To use fieldwork to observe, measure and record the human and physical features in the local area.	Substantive Knowledge: To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. To locate the world's countries and capitals focusing on Europe. To identify the significance of the Equator, Northern Hemisphere and Southern Hemisphere. To describe how the locality of the school has changed over time. To identify the main physical and human characteristics of the countries of Europe. To describe geographical similarities and differences between a region in the United Kingdom and one in a European country. To ask and answer geographical questions about the physical and human characteristics of a location. To describe key aspects of physical geography, including mountains, volcanoes and earthquakes. To describe and understand key aspects of human geography. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe. To use the four points of a compass, simple grid references, symbols and keys. To create maps of locations identifying some features using a key. To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.



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Progression Document for KS1/KS2

	Year 4	Year 5	Year 6
<p>Disciplinary Knowledge</p> <p>Map work</p> <p>Local walks</p> <p>Google maps/earth</p> <p>Collect first hand evidence</p> <p>Group discussion</p> <p>Compass work</p> <p>Fieldwork</p> <p>Sketching</p> <p>Interpreting graphs and digital images</p> <p>Critical evaluation</p> <p>Description</p> <p>Ordnance survey maps</p>	<p>Key Vocabulary: Europe, coast, rainforest, location, environment, climate, solid, liquid, vapour, water cycle, map, physical characteristics, human characteristics, evaporation, condensation, locate, mapping, ordnance survey.</p> <p>Substantive Knowledge: To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. To locate the world's countries and capitals focusing on South America. To identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. To describe geographical similarities and differences between countries. To identify the main physical and human characteristics of the countries of South America. To describe geographical similarities and differences between a region in the United Kingdom and one in a south American country. To ask and answer geographical questions about the physical and human characteristics of a location. To describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers, the water cycle. To describe and understand key aspects of human geography. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in North America. To use the eight points of a compass, four-figure grid references, symbols and keys. To create maps of locations identifying some features using a key. To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Begin to draw simple conclusions in response to questions explored.</p>	<p>Key Vocabulary: Continents, countries, import/export, latitude, longitude, characteristics, rural, urban, time zones, settlement, ordnance survey, grid reference.</p> <p>Substantive Knowledge: To identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers) and land-use patterns. To locate the world's countries and capitals focusing on South America. To identify the position and significance of latitude and longitude. To understand some of the reasons for geographical similarities and differences between countries. To explain how locations around the world are changing and explain some of the reasons for change. To identify the main physical and human characteristics of the countries of South America. To describe geographical similarities and differences between a region in the United Kingdom and one in a South American country. To ask and answer geographical questions about the physical and human characteristics of a location. To describe and understand key aspects of physical geography. To describe and understand key aspects of human geography including types of settlement and land use. To compare and contrast a range of maps (physical, aerial, thematic, political etc.). To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in South America. To use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps). To create real-life maps of locations using symbols and keys. To use different types of fieldwork (random and systematic) to observe, measure, record and present the human and physical features in the local area. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork. This may include using digital technologies.</p>	<p>Key Vocabulary: Human, physical, environmental, continent, climate, trade, fair trade, export/import, residential, industrial, features, key, ordnance survey, erosion, globalisation.</p> <p>Substantive Knowledge: To identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time. To name and locate some of the countries and cities of the world 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. To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). To explain and discuss a range of reasons for geographical similarities and differences between countries, focus on North America. To explain how locations around the world are changing and explain some of the reasons for change. To describe geographical diversity across the world. To ask and answer geographical questions about the physical and human characteristics of a location. To describe and understand key aspects of physical geography. To describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To compare and contrast a range of maps (physical, aerial, thematic, political etc.), atlas information and globes. To use maps, atlases, globes and digital/computer mapping (Google Earth) to explore places, regions and countries around the world and how they are connected to each other. To create real-life maps of locations using symbols and keys and to plan routes using OS maps and digital mapping tools. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) with increasing confidence. To use different types of fieldwork (random and systematic) to observe, measure, record and present the human and physical features in the local area. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork. This will include using digital technologies.</p>