
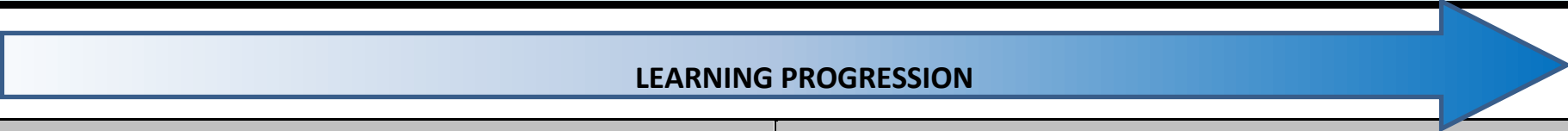



EYFS				
				
Nursery (3-4 year olds)			Reception	
Birth to 3 years	3-4 year olds	Reception		ELG
Understanding the World	Explore and respond to different natural phenomena in their setting and trips.	Use all their sense in hands-on exploration of natural materials.	Draw information from a simple map.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (People, culture and communities)
		Begin to understand the need to respect and care for the natural environment.	Recognise some similarities and differences between life in this country and life in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (People, culture and communities)
		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Explore the natural world around them.	Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what they read in class. (The natural world).
		Understand position through words alone. (Mathematics)	Recognise some environments that are different to the one in which they live.	Understand some important processes and changes in the natural world around them, including the seasons. (The natural world).
		Describe a familiar route. (Mathematics)	Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants.
		Discuss routes and locations, using words like 'in front of' and 'behind' (Mathematics).	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
		Understand that some places are special to members of their community.		

		EYFS			
					
		Nursery (3-4 year olds)		Reception	
		Birth to 3 years	3-4 year olds	Reception	ELG
Locational Knowledge		Describe a familiar route. (Mathematics)			
		Discuss routes and locations, using words like 'in front of' and 'behind' (Mathematics).			
Place Knowledge		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Understanding the World)			
		Understand that some places are special to members of their community. (Understanding the World)			
		Understand position through words alone. (Mathematics)			

EYFS			
			
Nursery (3-4 year olds)		Reception	
Birth to 3 years	3-4 year olds	Reception	ELG
		Recognise some similarities and differences between life in this country and life in other countries. (Understanding the World)	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (People, culture and communities)
		Recognise some environments that are different to the one in which they live. (Understanding the World)	Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what they read in class. (The natural world).
		Understand the effect of changing seasons on the natural world around them. (Understandingthe World)	Understand some important processes and changes in the natural world around them, including the seasons. (The natural world).
			Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Understanding the World)

Human and Physical Knowledge

Geography Curriculum Progression


Geographical Fieldwork	Explore and respond to different natural phenomena in their setting and trips. (Understanding the World)	Use all their sense in hands-on exploration of natural materials. (Understanding the World)	Draw information from a simple map. (Understanding the World)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (People, culture and communities)
		Begin to understand the need to respect and care for the natural environment. (Understanding the World)	Explore the natural world around them. (Understanding the World)	Explore the natural world around them, making observations and drawing pictures of animals and plants. (Understanding the World)
			Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Understanding the World)	

Geography Curriculum Progression

		Key Stage 1	
		LEARNING PROGRESSION	
Human and Physical Features	Begin to use basic geographical vocabulary based on human and physical features	The key physical and human features of a coastal place.	
	How to talk about the features in the local environment.	How to identify the following physical features: mountain, island, river, cliff, harbour, port and beach.	
	That there are extremes of weather close to the equator and also at both the North and South Poles.	Some of the characteristics associated with a coastal place in comparison to where they live.	
	Some of the key physical and human features of very hot or very cold places.	Some of the advantages and disadvantages of living in a city or village.	
	To understand why plastics causes us concern.	How human and physical features often depend on the climate of a place.	
	To understand the issues associated with landfill sites.	That weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people.	
	To know what is meant by terminology such as: environmentally friendly, recycling.		
Fieldwork	That a map is effectively a picture of a place taken from very high above.	How to contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons.	
	Use and construct basic symbols in a key	How to study aerial photographs and use locational and directional language when doing so.	

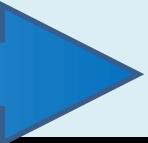
Geography Curriculum Progression

That maps and the globe are used to locate key places around the world.	How to use Google Earth to find features in their locality.
How to follow a simple road map and recognise key landmarks, such as a church.	How to make a model, using road strips and toy buildings that shows features in an area.
How to observe and record information about the local area, i.e. types of shops, bus stops etc.	How to use aerial photographs to consider contrasting areas.
How to take photographs of locally interesting geographical features.	How to contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons.
How to make a simple map after visiting a specific area ie to include shops, church, school etc.	Know and use the terminologies; left and right; below; next to
The main differences between a world map and a globe.	
How the world can be represented in 2D form by a map and in 3D form by a globe.	
How to use a compass to locate North, East, South and West.	
How to observe environmental issues in the environment.	
That everyone has a role in helping to reduce waste and that they should be encouraging people to do so.	

		Key Stage 1	
			
Knowledge	Locational	Where England, Northern Ireland, Scotland and Wales are on a map of the UK.	How to locate the nearest town or city on a map of the UK.
		Where their nearest town or city is on a map.	How to locate a number of cities on a map of the UK.
		Know the name of their nearest town or city	The names and location of the four countries that make up the UK.
		Where the North Pole, South Pole and Equator are on a world map and globe.	The names and location of the three main seas that surround the UK.
		How to use maps and globes to locate the Equator, South Pole and North Pole.	Know the names and location of the UK's and world's busiest airports.
			The names and location of the seven continents of the world.
			The names and location of the five oceans of the world.
Knowledge	Place	Why it is important for all streets to have a name, including post code.	The differences between villages, towns and cities.
		The name of their local area and their address.	How to use Google Earth to find features in their locality.
		How to compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	The main differences between the climate and features of a place in England and that of a small place in a non-European country.

Geography Curriculum Progression

	Compare geographical similarities and differences within 2 areas of the UK.	
	That some people live in areas of extreme heat or cold.	
	That in some of the polar regions, it can be light all day or dark all day.	
	About the environmental issues that face the world.	

Key Stage 2		
<div style="border: 2px solid #0070c0; padding: 10px; display: inline-block;"> LEARNING PROGRESSION  </div>		
Locational Knowledge	How to use maps to locate places within the UK.	Where the main mountain regions are in the UK.
	The names of other European capitals	Where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.
	The names and location of many famous rivers in the UK and the world.	How to use maps to locate various mountain regions.
	How to use world and UK maps to locate famous rivers.	The names and location of at least eight European countries and capitals.
	How to locate some of the UK's main nuclear power plants on a map of the UK.	How to distinguish between the Northern and Southern hemisphere on both a world map and a globe.
	How to locate various countries with natural energy resources.	Use world map to identify geographical features, such as biomes.

Key Stage 2

LEARNING PROGRESSION

Human & Physical Features	How to talk about the features in their local environment and compare it with another they know.	That climate and physical features have an important part to play when considering how people live.
	To know and explain clearly the main differences between a village, town and city.	The key physical and human characteristics of the Mediterranean.
	How a river is formed.	That different climate dictates the human activity possible in a different landscape.
	The difference between the upper, middle and lower courses of a river.	What is meant by the term 'biome'.
	How waterfalls and ox bow lakes are formed.	The physical conditions necessary for the creation of different biomes.
	What erosion and deposition are in relation to rivers.	What is meant by biomes and what are the features of a specific biome.
	The geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary.	The layers of a rainforest and know what deforestation is.
	Why rivers cause flooding.	
	Why most significant cities are situated next to a river	
	Some of the human features related to the UK, e.g., industry and environment.	

Place Knowledge

Know why we have capital cities	What causes an earthquake and tsunami.
The difference between a major city and a town or village.	The different parts of a volcano.
The names and purpose of many of London's famous buildings.	The names of a number of the world's highest mountains.
The main differences between a rural and an urban location within the UK.	At least five differences between living in the UK and a Mediterranean country.
	How to explain what a place is like and why.
	That countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.
	What a place is like and be able to say why.

Key Stage 2

LEARNING PROGRESSION



Geographical Skills and Fieldwork	How to create a report after a fieldwork activity that focuses on geographical features observed.	What is meant by a relief map.
	How to use systematic sampling and data collecting as part of fieldwork activity.	The term contour as it relates to a map.
	How to produce a freehand map of a known place, e.g., moving from one place to another in London.	How to create sketches to help with field work related to a mountainous area.
	How to use a local map to follow the course of a river close to the school.	How to create a model from a relief map.
	How to use Google Earth to follow the course of a local or near river.	How to create a field sketch, sometimes from photographs or from aerial photographs.
	How to carry out a local river survey, to include field sketches.	How to use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.
	The importance of power in our lives.	How to use graphs to record features such as temperature or rainfall across the world
	Why it is important to source a more environmentally friendly source of energy.	How to use graphs to record features such as temperature or rainfall across the world.
	The importance of using renewable or alternative energy through researching.	How to use four-figure grid references.
		How to use research to find specific information related to geographical features such as biomes.