North Star Federation
Geography Progression Document

EYFS	**Understanding the World:** • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Draw information from a simple map. • Understand that some places are special to members of their community. • 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.		
Key Stage	**KS1**	**LKS2**	**UKS2**
Area of Study	• **UK – Name countries, capitals, seas and continents** • **World study – North and South Pole** • **Contrast UK/Non-European country**	• **Volcanoes, Earthquakes** • **Mountains, Coasts, Rivers** • **Comparative Study – UK/European region**	• Comparative study – UK, European and North/South American region (North America)
Knowledge and understanding of locations and places.	**National Curriculum. Pupils should be taught to:** ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ● Name and locate the world's seven continents and five oceans. ● 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.	**National Curriculum. Pupils should be taught to:** ● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities ● name and locate counties & 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, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night). ● 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.	

	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans on a map. 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. Use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Express own views about a place, people and environment. Draw and label pictures to show how places are different to the UK. Give detailed reasons to support own likes, dislikes and preferences.	**Building on KS1 knowledge of the UK, children begin to explore more of the world, use 4 figure grid references (coordinates) and the 4 compass points. Locating places and features accurately on maps also becomes a focus.** Look at maps, pictures and other sources to identify similarities and differences between a UK region (East Anglia/Norfolk) and another country - including trade and economy Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Draw conclusions between locations using photos/pictures, temperatures, locations and population numbers, mountainous/rural/urban areas. Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.). Look at settlements - link to volcanos. Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.	**Children begin to explore Eastern Europe and North/South America using maps to find these locations. They understand how the world has zones and the significance of those zones. Children use their knowledge of longitude, latitude, 6-figure grid references (coordinates), 8 compass points and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.** Locate the world's countries, using maps to focus on Eastern Europe, North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within Europe and North or South America. Explore physical and human features, draw conclusions between locations using photos/pictures, temperatures, locations and population numbers. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Use and explain appropriate geographical language. Identify the position and significance of latitude, longitude, equator, Northern Hemisphere,Southern Hemisphere, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night).

Human and Physical Geography	**National Curriculum. Pupils should be taught to:** ● Use basic geographical vocabulary to refer to: key physical features and human features. ● Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North/South Polies.	**National Curriculum. Pupils should be taught to:** Describe and understand key aspects of: ● Physical geography, including: climate zones, biomes and earthquakes, and the water cycle. ● 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.	
	KS1	**LKS2**	**UPS2**
	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. Be able to verbalise and write about similarities and differences between the features of the two localities. Ask questions about the weather and seasons. Children to identify the equator and locate the places on the Equator which are the hottest. 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. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.	**Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about Physical Geography and its impact, as well as beginning to understand the impact of humans on the earth. Children also learn about the different types of mountains.** Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Understand the water cycle Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements Draw diagrams, produce writing and use the correct vocabulary. Relate land use and trade to settlements. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Explain and present the process of earthquakes, volcanoes.	**Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.** Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. Ask and answer geographical questions to unpick why human geography may have changed over time.

Geographical Enquiry, Skills and Fieldwork	**National Curriculum. Pupils should be taught to:** ● 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.	**National Curriculum. Pupils should be taught to:** ● 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.	
	KS1	**LKS2**	**UKS2**
	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. Can use a simple atlas. Can use the four-point compass: North South, East and West, directions to describe location of features and routes on a map. Can use technology to gather evidence of what they can see. Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments (village), including agreed realistic symbols to make a simple key. Can ask adults questions about the school, its grounds and the surrounding environment (village).	**Children begin to develop their map skills by communicating human and physical features through grid references and coordinates. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.** Can use globes, atlases, images, aerial photos. Can identify the four-point compass directions: N, E, S and W to follow and give directions to build knowledge of the UK. Can use four-figure grid references to locate features on a map . Can make links between different observations in the local area. Can use a camera and locate labelled photos on a map. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can use symbols and keys to draw an accurate map of a short route using OS symbol. Can devise and ask questions using geographical vocabulary. Can answer questions about places and environments to aid investigation and express their different opinions relating to issues.	**Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.** Can confidently use a range of maps, atlases, images, globes and digital mapping Can confidently and accurately use the eight-point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world . Can accurately use six- figure grid references on an OS map. Can make clearly explained links between observations in the local area and the wider world to identify patterns. Can draw an increasingly accurate sketch map with relatively sized features and annotations showing human and physical features of the local area. Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. Can devise and ask questions using geographical vocabulary and make notes to express own opinions and recognise why others may have different points of view.

		Can measure using simple instruments. Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion. Can reach a simply explained conclusion to the fieldwork question or prediction.	Can accurately measure human and physical features in the local area using a range of appropriate instruments, including digital technologies, and can measure more than one aspect at once. Can confidently justify and evaluate data collection methods. Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route. Can reach a described and explained conclusion to a fieldwork question.