Saint Cuthbert's CE Primary School
Geography Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	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.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. 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).	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom.

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Place Knowledge	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.	Small area of the United Kingdom.	Small area in a contrasting non-European country.	A region within North or South America.	A region within North or South America.	A region in a European country.	A region of the United Kingdom.
Human and Physical Geography	Understand some important processes and changes in the natural world around them, including the seasons 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;	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: – key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: – key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes 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.	Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes 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.	Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes 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.	Describe and understand key aspects of: – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes 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.

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Geographical Skills and Fieldwork	Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons	Create a simple weather chart. Annotate a simple map of the UK with some of its key features. Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used. Work together to create a simple map of the local area. Observe, record, discuss and ask questions about the main features of the local area, based on direct experience. Make connections between their investigation of the local area and what they have learned about weather, climate and the UK. Use appropriate vocabulary when	Use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa. Use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them. Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK. Use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area.	Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil. Use globes, atlases and maps to identify the main human and physical features of North and South America. Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied. Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate	Interpret and explain key information on rivers. Evaluate a range of possible flood prevention measures. Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon. Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it. Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.	Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean). Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints. Use globes and atlases to identify the location of Greece and the Mediterranean. Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes,	Interpret a range of maps of the UK and the local region and apply this information to their understanding of it. Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change. Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region. Use appropriate vocabulary when describing key information about the

		describing local features and those of the UK, including for seasons and local weather.	Make use of the four main compass points when describing the location of these key locations and regions.	zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).		earthquakes, the Mediterranean, Greece and Athens.	UK and the local region to external audiences.