# Geography Progression Map

**Please refer to the individual learning blocks for key vocabulary.**

| Year Group | TITLE/CONCEPT | | | |
|---|---|---|---|---|
| | **Locational knowledge** | Place knowledge | Physical geography Human geography | Geographical skills and fieldwork |
| EYFS (Nursery) | I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.<br><br>I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photographs. | I can talk about some of the things I have observed in different places.<br><br>I can make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings and a park. | I can notice and discuss patterns around me, e.g. rubbings from grates, covers, or bricks.<br><br>I can identify seasonal patterns – focusing on plants and animals.<br><br>I can begin to understand the effect my behaviour can have on the environment. | I can observe and identify features in the place I live and in the natural world.<br><br>I can talk about features I like and dislike in my local environment.<br><br>I can use a range of props, photos and books to notice & talk about similarities & differences between different environments. |
| EYFS (Reception) | I can describe the immediate environment, using new vocabulary where appropriate.<br><br>I know the name of the road, and town that school is located in.<br><br>I can talk about a range of contrasting environments within my local region. | I can look at aerial views of the school setting, commenting on what I notice, recognising buildings, open space, roads and other simple features.<br><br>I can draw simple maps of my immediate environment, or maps from imaginary story settings I am familiar with. | I can find out about places in the world that contrast with locations I know well.<br><br>I can use specific vocabulary to describe contrasting locations and to name features of the world, both natural and those made by people.<br><br>I can use images, video clips, shared texts and other resources to develop an awareness of the wider world.<br><br>I can listen to non-fiction texts to learn about contrasting environments within both my local and national region.<br><br>I show an awareness of the wider world and contrasting environments through my conversations and play. | I can observe the natural world and how the seasons change, talking about the weather and seasonal features.<br><br>I can note and record the weather.<br><br>I can explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (My teachers will help me to avoid stereotyping.) |

| | | | | |
|---|---|---|---|---|
| Year 1 | I can **name and locate** the four countries of the United Kingdom.<br><br>I can identify key characteristics of the four countries (flags, capital cities, national emblems, famous landmarks etc.)<br><br>I can **name and locate** the surrounding seas of the United Kingdom.<br><br>I can **draw and label** pictures to show location.<br><br>I can **locate** Kenya and I know that it is a country within Africa.<br><br>. | I know where I live within the United Kingdom.<br><br>I can **describe** the key geographical features of Kenya.<br><br>I know what is meant by a 'national park' and I can list some animals that are found in Kenya.<br><br>I can describe what life is like for people living in Kenya and what the Masai culture is like.<br><br>I can describe the **similarities** and **differences** between Kenya and Buckingham. | I can explain what is meant by the terms human and physical features and understand the differences between them.<br><br>I can **sort** features of the United Kingdom into physical and human features.<br><br>I can identify seasonal and daily weather patterns in the United Kingdom – covered within the science curriculum | I can **use maps and a globe** to identify continents (Europe and Africa), the seas and countries (those within United Kingdom and Kenya).<br><br>I understand that both a map and a globe show the same thing and that the earth is spherical and not flat, like the map.<br><br>I can use simple compass directions (north, east, south and west) and **directional language** to describe a route or give directions (e.g. next to, behind, near, far, left, right).<br><br>I can **observe and record** information around Buckingham relating to human and physical features of the town.<br><br>I can also use aerial and street view photographs to identify human and physical features.<br><br>I can **create a simple map** of Buckingham using my own map symbols. |

| | | | | |
|---|---|---|---|---|
| Year 2 | I can **name and locate** the seven continents of the world.<br><br>I can **name and locate** the five oceans.<br><br>I can make **predictions** about where the hottest and coldest places in the world are.<br><br>I can **locate** local waterways and railways. | I can make comparisons between the UK and life in Japan<br><br>I can **study** pictures/videos of differing locations, make comparisons and ask **geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How does the weather impact lifestyle?<br><br>I can identify the significant human and physical landmarks, climate and population in Europe, Asia and North America | I can **describe** key climatic characteristics of each continent.<br><br>I can recognise key human and physical features from around the world (Eiffel Tower, Northern Lights, Leaning Tower of Pisa)<br><br>I can **use maps and globes** to **locate** the hottest and coldest places in the world: Equator, North and South Poles.<br><br>I can explain the difference between a river and a canal.<br><br>I understand the term flooding and I am beginning to understand the impact of flooding. | I can use a map of the UK to revise the location of the four countries within the UK, the surrounding seas and the location of Buckingham.<br><br>I can use world maps, atlases and a globe to locate the seven continents and five oceans of the world.<br><br>I can use a globe and a map to locate the Equator, North and South Poles.<br><br>**I can apply the locational and directional language** from Year 1 with greater accuracy when describing the |
| | | I can **express and justify my own views** by choosing a location I would like to visit based on my knowledge of the continent i.e. human and physical features and climate.<br><br>I can **draw pictures** to show how places are different and discuss comparatively to show the difference. | I am aware of the HS2 railway and can identify some of its advantages and disadvantages.<br><br>I understand the terms reduce, reuse and recycle and can give examples of each.<br><br>I can suggest ways in which BMA can reduce its waste. | location of human and physical features and routes on a map.<br><br>I can use maps of the UK and aerial photographs to locate major rail routes in the UK.<br><br>I can use maps of the UK and aerial photographs of the UK to locate major rivers within the UK.<br><br>I can follow a map when walking from BMA to the River Ouse and the canal.<br><br>I can investigate pollution in waterways. |

| | | | | |
|---|---|---|---|---|
| Year 3 | I can **name and locate** some of the world's major countries within Africa – Egypt, Libya and Sudan<br><br>I can use both maps and globes to **locate** Tropic of Cancer and Tropic of Capricorn.<br><br>I can **identify** and **locate** countries with hot and cold climates in relation to the Equator.<br><br>I can explain how early settlers used land.<br><br>I understand how land use has changed over time.<br><br>I can **identify** and **locate** key rivers of the world. | I can **compare** the UK and Egypt in relation to their human and physical features, as well as their climates.<br><br>I can **describe** how people can both improve and damage the environment.<br><br>**I understand** how some aspects have changed over time.<br><br>I can **describe geographical similarities and differences between the longest rivers around the world, drawing upon my knowledge of human and physical differences.**<br>I can identify features of Egypt using aerial photographs and make detailed **maps** using a key. | I can **identify** the 5 main climate zones across the world.<br><br>I can **explain** what a biome is.<br><br>I can **understand** that climate conditions impact food production.<br><br>I **understand** what a settlement is and I can name the 5 types of settlements.<br><br>I can explain how early settlers used physical geographical features for a variety of purposes.<br><br>I can offer **explanations** for the location of human and physical features in different locations.<br><br>I can **describe** how settlements have developed – making links to Buckingham.<br><br>I can **draw diagrams, produce writing and use the correct vocabulary** for rivers.<br><br>I understand the significance of different rivers and I can make links between their uses. | I can include a key on a map using common OS symbols.<br><br>I can follow a journey using computer mapping – digimaps.<br><br>I can use maps, atlases and globes to revise the location of Africa and locate Egypt.<br><br>I can **ask and respond to questions** about places and the environment making comparisons between them.<br><br>I can **collect data** using surveys and present it in a bar chart. |

| | | | | |
|---|---|---|---|---|
| Year 4 | I can **identify** the position and significance of the lines of latitude and longitude.<br><br>I can **discuss** the location of countries in different time zones in relation to the UK.<br><br>I **understand** how time zones are shown on a map.<br><br>I can **identify the position and significance** of the Prime/Greenwich Meridian and time zones, understand the need for time zones and also the problem with them.<br><br>I can explore a location on the opposite side of the world (Australia).<br><br>I can **locate** two areas of natural beauty (AONB) and compare the geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. | I can **explore** areas of outstanding natural beauty within the UK i.e. Cotswolds and the Peak District<br><br>I can **describe geographical similarities and differences** between a region of the UK (Buckingham) and a region in a European country (Mouvaux, France and Neukirchen – Vluyn, Germany), focusing on their human and physical features.<br><br>I can **compare and give reasons** for the different lifestyles within a country or area of a country. | I can **describe** and **compare** the different types of settlements and land use.<br><br>I can **describe** how humans are impacted both positively and negatively by physical features (Peak District National Park)<br><br>I can **recognise** that humans can have some control over physical features.<br><br>I can **identify** how landscapes can be protected and why sometimes they are not.<br><br>I can describe and understand key aspects of the water cycle – covered in the science curriculum. | I can **use the 8 points of a compass when describing the location of places.**<br><br>I can **use four-digit grid references, symbols and keys (including the use of OS maps)** to build knowledge of the UK and the wider world.<br><br>I can use maps, atlases, globes and digimaps to **locate** and **describe** features studied.<br><br>**I can observe, measure and record and present** the human and physical features in the local area using a range of methods including sketch maps, plans and digital technologies. |

| | | | | |
|---|---|---|---|---|
| Year 5 | I can **locate** the major cities of the UK.<br><br>I can **describe** key aspects of land use in the UK.<br><br>I can make **comparisons** between land use in major cities and where I live/go to school (Buckingham).<br><br>I can **locate** physical geographical features on a map, including volcanoes. | I can **understand geographical similarities and differences** between Buckingham, Oxford and Weymouth<br><br>I can **describe how physical geography influences** the day-to-day life of inhabitants of an area. | I can **describe** how volcanoes, earthquakes and tsunamis are formed.<br><br>I can **describe and understand** how volcanoes, earthquakes and other natural disasters happen.<br><br>I can **describe** how humans are impacted both positively and negatively by volcanoes.<br><br>I can **recognise** that humans can have some control over physical features.<br><br>I **understand** why Fairtrade is important<br><br>I **understand** the benefits of the UK trading worldwide and the risks associated with this. | I can use 6 figure grid references.<br><br>I can record data in a line graph.<br><br>I can use less common OS symbols to show geographical features.<br><br>I can 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. |
| | | | I can explain the term tourism and compare and contrast tourism in Buckingham, Weymouth and Oxford.<br><br>I can explain some of the advantages and disadvantages of tourism. | |

| | | | | |
|---|---|---|---|---|
| Year 6 | I can **locate** the world's countries, using maps to focus on North and South America (concentrating on their environmental regions, key physical and human characteristics and major cities).<br><br>I can **describe countries location** in relation to the Equator, tropics, hemispheres and the poles.<br><br>**I can suggest reasons for their location**.<br><br>I can locate Milton Keynes and describe its location in relation to Buckingham. | I can **understand** geographical similarities and differences through the study of human and physical geography of a region of South America including: Brazil, Bolivia, Columbia, Ecuador, Guyana, Peru, Suriname, Venezuela, and French Guiana.<br><br>I can **compare and give reasons** for the similarities and differences between the UK and the Amazon Basin, South America. | I can **describe** the characteristics of a rainforest and the types of animals that can be found there.<br><br>I can **describe** the different climate zones and vegetation belts on a global scale.<br><br>I can **say** what weather and vegetation is related to these and begin to **give reasons why.**<br><br>I can **discuss** the impact of climate change – relating to rainforests and deforestation.<br><br>I can explain the human impact on climate change, can list some of the current solutions for slowing climate change, and suggest further ways in which individuals, the school and the wider community can positively contribute towards climate change.<br><br>I can **identify** human and physical features of Milton Keynes.<br><br>I can explain the original goals of the town planners for Milton Keynes and apply my understanding of these to create a new estate within Milton Keynes.<br><br>I can **describe and evaluate** how the geographical features of Milton Keynes have changed over time. | I can use maps, atlases, globes and digital/ computer mapping to locate countries and describe the rainforest.<br><br>I can compare aerial photos and maps over time to explore Milton Keynes.<br><br>I can generate my own enquiry question relating to Buckingham.<br><br>I can carry out surveys and use fieldwork to observe, measure and record data in order to answer an enquiry question, using a variety of methods including sketch maps, plans, graphs and digital technologies.<br><br>I can communicate my findings clearly. |