

St Edward's Catholic First School Geography Progression 2023-2024

Working at the Expected Standard in Geography

EYFS	
Locational Knowledge	Identify land and water on a map or globe.
	Talk about what they can see, hear and feel whilst outside.
	Recognise some environments which are different from the one in which they live.
	Understand that some places are special to members of their community.
	Understand some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
	Understand that water is represented usually in blue on a map or globe.
	Talk about their school by name and name the place they live.
	Describe the characteristics of different places, even if used inaccurately, (hill, field, building, road, house, old).
Place Knowledge	Recognise some environments which are different from the one in which they live.
	Recognise some similarities and differences between life in this country and life in other countries.
	Talk about how environments in stories and pictures are different to the environment they live in.
	Recognise that places within this country can differ from each other.
	Recognise that there are differences between places in this country and places in other countries.
Human and physical geograpy	Observe weather across the seasons.
	Observe and talk about the effect the changing seasons have on the world.
	Talk about the seasons in the correct order.
	Make observations about the features of places (in stories, photographs or in the school grounds/local area).
	Talk about some of the key characteristics of each season.

	Understand that there are four seasons in a year.
Geographical skills and fieldwork	Ask questions about the world.
	Talk and the features they see in the school and school grounds.
	Answer questions, guided by the teacher.
	Draw some of the features they notice in their school and school grounds.
	Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning.
	Look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.
	Draw real or imaginary maps and add features to them.
	Understand that a map is a picture of a place.
	Recognise how to describe directions near, far, next to, close by, behind).
Cause and consequence	Understand that their actions in play can cause something to happen.
Similarities and differences	Recognise similarities and differences between the past and today.
	Using their observations of photographs and stories to compare the past with the present day.

<u>Year 1</u>	
Chronology	Understand that a timeline shows the order events in the past happened.
	Be aware that we start by looking at 'now' on a timeline then look back at past events.
	Understand that 'the past' is events that have already happened.
	Describe 'the present' as time that is happening now.
	Understand that within living memory is 100 years.
	Understand that beyond living memory is more than 100 years ago.
	Sequence three or four events in their own life.

	Use vocabulary to describe time: now, long ago, in the past, before, after, next, then.
	Sequence three or four artefacts or photographs from different periods of time.
	Add a sequence of events to a timeline.
	Listen to historical stories.
Achievements and poor decisions	Understand that some inventions still influence their lives today.
	Recognise some achievements and discoveries of important individuals.
Change and continuity	Understand that some things have changed and some things have stayed the same in their lives.
	Describe changes and ideas/objects which have stayed the same.
	Talk about how some things changes but others stay the same and some things are new.
	Understand that people change as they grow older.
	Understand that everyday objects can alter over time.
Cause and consequence	Ask questions about why things happen and begin to explain why with support.
	Understand that everyday objects have changed as new materials have been invented.
Similarities and differences	Talk about differences and similarities.
	Identify some similarities and differences between the past and their own lives.
	Understand that some people celebrate important events in different ways.
	Understand that everyday objects have similarities and differences with those used for the same purpose in the past.

<u>Year 1</u>	
Locational Knowledge	Name and locate two of the world's seven continents on a world map (Europe and Asia).
	Name and locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.
	Show on a map which continent they live on.
	Understand that a continent is a group of countries.
	Understand that they live in the continent of Europe.
	Understand that an ocean is a large body of water.
	Locate the four countries of the United Kingdom on a map.
	Show on a map where they live and talk about which country they live in and find its capital city.
	Understand that the U.K. is short for 'United Kingdom'.
	Understand that a country is a land or nation with its own government.
Place Knowledge	Recognise some key similarities between their area and a small area of a contrasting non-European country.
	Recognise some key differences between their local area and a small area of a contrasting non-European country.
	Understand that life in other parts of the world and is often different to ours.
	Understand that life in other parts of the world may have similarities to ours.
Human and physical geography	Describe how the weather changes with each season in the U.K.
	Describe the daily weather patterns in your local area.
	Talk about 'seasons' and 'weather' confidently.
	Recognise the four seasons of the U.K.
	Understand that 'weather' refers to the conditions outside at a particular time.
	Understand that different parts of the U.K. often experience different weather.

	Understand that a weather forecast is when someone tries to predict what the weather will be like in the near future.
	Understands that weather conditions can be measured and recorded.
	Recognise some physical features in their locality.
	Understand that physical features means any feature of an area that is on the Earth naturally.
	Recognise some human features in their locality.
	Understand that human features means any feature of an area which was made or built by humans.
Geographical skills and fieldwork	Asking and answering questions about the features of their school and school grounds.
	Drawing some features which they notice in their school and school grounds.
	Talking about their feelings towards a specific place and explaining why they like/dislike some of its features.
	Use an atlas to locate the U.K. and the four countries.
	Use an atlas to locate the four capital cities of the U.K.
	Use an atlas to locate the Atlantic Ocean and Pacific Ocean.
	Use directional language to describe the locational of objects in the classroom and playground.
	Respond to instructions using directional language to follow routes.
	Use the compass points (N, S, E, W) to describe the location of features on a map.
	Recognise local landmarks on aerial photographs.
	Recognise basic human features on aerial photographs.
	Recognise basic physical features on aerial photographs.
	Draw maps and use pictures and symbols, adding labels to sketch maps.
	Use maps to move around school.
	Understand that an aerial photograph is a photograph taken from the air above.

	Understand that atlases give information about the world and that a map tells us information about a place.
	Understand that a map is a picture of a place, usually drawn from above.
	Recognise that symbols are often on maps to represent features.
	Understand simple directional language 9 for example, near, far, close, up, down, left, right, forwards, backwards).
	Understand what a sketch map is.

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	Understand that 'the past' is events that have already happened.
	Describe 'the present' as time that is happening now.
	Understand that within living memory is 100 years.
	Understand that beyond living memory is more than 100 years ago.
	Sequence three or four events in their own life.
	Use vocabulary to describe time: now, long ago, in the past, before, after, next, then.
	Sequence three or four artefacts or photographs from different periods of time.
	Add a sequence of events to a timeline.
	Listen to historical stories.
Achievements and poor decisions	Understand that some inventions still influence their lives today.
	Recognise some achievements and discoveries of important individuals.
Change and continuity	Understand that some things have changed and some things have stayed the same in their lives.
	Describe changes and ideas/objects which have stayed the same.

	Talk about how some things changes but others stay the same and some things are new.
	Understand that people change as they grow older.
	Understand that everyday objects can alter over time.
Cause and consequence	Ask questions about why things happen and begin to explain why with support.
	Understand that everyday objects have changed as new materials have been invented.
Similarities and differences	Talk about differences and similarities.
	Identify some similarities and differences between the past and their own lives.
	Understand that some people celebrate important events in different ways.
	Understand that everyday objects have similarities and differences with those used for the same purpose in the past.

<u>Year 2</u>	
Locational Knowledge	Locate all of the world's seven continents on a world map.
	Locate the world's five oceans on a world map.
	Locate on a map the oceans nearest the continent they live in.
	Name the seven continents of the world.
	Name the five oceans of the world.
	Locate the surrounding seas and oceans of the U.K. on a map.
	Locate the capital cities of the four countries of the U.K. on a map.
	Identify characteristics (both human and physical) of the four capital cities of the U.K.
	Show on a map the town or village where they live in relation to London.
	Understand that a sea is a body of water that is smaller than an ocean.
	Recognise and name the four bodies of water surrounding the U.K.
	Understand that a capital city is the city where a country's government is located.
Place Knowledge	Describe and explain some key similarities between their local area and a small area of contrasting non-European country.
	Describe and explain some key differences between their local area and a small area of contrasting non-European country.
	Describe what physical features may occur in a hot place in comparison to a cold place.
Human and physical geography	Identify and locate hot and cold areas on a world map.
	Identify the Equator and the North and South Pole on a world map.
	Understand that the Equator is an imaginary line around the middle of the Earth.
	Understand that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.
	Understand that the North Pole is the northernmost point of the Earth and the

	South Pole is the southernmost point of the Earth.
	Understand that different parts of the world experience different weather conditions and that these are often caused by the location of the place.
	Describe the key physical features of a coast.
	Understand that coasts (and other physical features) change over time.
	Recognise some key physical features of the U.K.
	Describe and understand the differences between a city, a town and a village.
	Describe the key human features of a coastal town.
	Understand that human features change over time.
Geographical skills and fieldwork	Recognise that there are different ways to answer a question.
	Discuss the features they see in the area surrounding their school when on a walk.
	Ask and answer questions about human and physical features of the area surrounding school.
	Collect quantitative data through a small survey of the local area/study to answer an enquiry question.
	Take digital photographs of geographical features.
	Make digital audio recordings when interviewing someone.
	Presenting data in tally charts or pictograms.
	Asking and answering simple questions about data.
	Recognise why maps need a title.
	Use an atlas to locate cities, continents and oceans.
	Use locational language and the compass points (N, S, E, W) to describe the locations of features on a map.
	Use locational language and the compass points (N, S, E, W) to describe the route on a map.
	Using a map to follow a prepared route.

	Recognise landmarks of a city studied on aerial photographs and plan perspectives.
	Recognise human features on aerial photographs and plan perspectives.
	Recognise physical features on aerial photographs and plan perspectives.
	Draw a map using class agreed symbols to make a simple key.
	Find a given OS symbol on a map with support.
	Understand that a globe is a spherical model of the Earth.
	Recognise world maps as a flattened globe.
	Understand that a compass is an instrument which we can use to find which direction is north.
	Recognise which direction N, S, E, W is on a map.
	Understand that maps need a key to explain what the symbols and colours represent.
	Understand that an interview can be a way to find out people's views about their area.
	Recognise that a tally chart is a way of collecting data quickly.
	Understand that a pictogram is a chart which uses pictures to show data.

<u>Year 3</u>	
Locational Knowledge	Understand where North and South America are on a world map.
	Know the names of some countries and major cities in Europe and North and South America.
	know the names of some of the world's most significant rivers,
	Understand that climate zones are parts of the world with similar climates.
	Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).
	Describe how a locality has changed over time, giving examples of both physical and human features.
	Locate some countries in Europe and South America using maps.
	Locating some of the major cities of the countries studied.
	Recognising some key physical features in countries studied.
	Describe how a locality has changed over time, giving examples of both physical and human features.
	Know the names of some of the counties in the U.K. (local to your school)
	Know the names of some of the cities in the U.K. (Local to your school)
	Know the name of the county that they live in and their closest city.
	Know that countries near the Equator have less seasonal change than those near the poles.
	Understand that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
Place Knowledge	Describe and begin to explain similarities between two regions studied.
	Describe and begin to explain differences between two regions studied.
	Describe how and why humans have responded in different ways to their local environments.

	Talk about how climates have an impact on trade, land use and settlement.
Human and physical geography	Describe how rivers are formed.
	Describe and explain how physical features such as rivers have an impact upon the surrounding landscape and communities.
	Describe how humans use water in a variety of ways.
	To know the water cycle is the processes and stores which move water around our Earth and to be able to name these.
	To know the courses and key features of a river.
	To know the world's different climate zones.
	To know that climates can influence the foods able to grow.
	Describe and understand types of settlements and land use.
	Explain why a settlement and community has grown in a particular location.
	Explain why different locations have different human features.
	Explain why people might prefer to live in an urban or rural place.
	Describe how humans can impact the environment both positively and negatively.
	Know the main types of land use.
	Know the different types of settlement.
	Know water is used by humans in a variety of ways.
	Know that a natural resource is something that people can use which comes from the natural environment.
	Know the threats to the rainforest both on a local and global scale.
	Know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
	Know that the U.K. grows food locally and imports food from other countries.
Geographical skills and fieldwork	Beginning to choose the best approach to answer an enquiry question.

	Mapping land use in a small local area using maps and plans
	Planning for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
	Asking and answering one- step and two- step geographical questions.
	Observing, recording, and naming geographical features in their local environments
	Using simple sampling techniques appropriately.
	Making digital audio recordings for a specific purpose.
	Designing a questionnaire / interviews to collect quantitative fieldwork data.
	Taking digital photos and labelling or captioning them.
	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.
	Beginning to use a simplified Likert Scale to record their judgements of environmental quality.
	Using a questionnaire/interviews to collect qualitative fieldwork data.
	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.
	Suggesting different ways that a locality could be changed and improved.
	Finding answers to geographical questions through data collection.
	Analysing and presenting quantitative data in charts and graphs.
	Beginning to use maps at more than one scale.
	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
	Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.

	To understand that a scale shows how much smaller a map is compared to real life
	To recognise world maps as a flattened globe.
	To know that an OS map shows human and physical features as symbols.
	To know that grid references help us locate a particular square on a map.
	To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Year 4

Locational Knowledge	Locating the world's most significant mountain ranges on a world map and identifying any patterns.
	Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
	Locating some of the world's most significant rivers and identifying any patterns.
	To know the names of some of the world's most significant mountain ranges.
	To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.
	To know that climate zones are areas of the world with similar climates.
	To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).
	To know that biomes are areas of world with similar climates, vegetation and animals.
	To know the world's biomes.
	To know vegetation belts are areas of the world which are home to similar plant species.
	To know the name of some counties in the UK (local to your school).
	To know the name of some cities in the UK (local to your school).
	To know the name of the county that they live in and their closest city.
	To begin to name the twelve geographical regions of the UK.
	To know the main types of land use.
	To know some types of settlement.

	To know that countries near the Equator have less seasonal change than those near the poles.
	To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
	To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
	To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
	To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
	To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
	To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.
	To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
Place Knowledge	Talk about how climates have an impact on trade, land use and settlement.
	Explain what measures humans have taken in order to adapt to survive in cold places.
	Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.
	To know the negative effects of living near a volcano.
	To know the positive effects of living near a volcano.
	To know the negative effects an earthquake can have on a community.
	To know ways in which communities respond to earthquakes.
Human and physical geography	Mapping and labelling the seven biomes on a world map.
	Understanding some of the causes of climate change.

	Describing where volcanoes, earthquakes and mountains are located globally.
	To know the different types of mountains and volcanoes and how they are formed.
	To know that an earthquake is the intense shaking of the ground.
	To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
	To know the world's biomes.
	To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
	To know that climate zones are areas of the world with similar climates.
	To know the world's different climate zones.
	To know that climates can influence the foods able to grow.
	Describing and understanding types of settlement and land use.
	Explain why a settlement and community has grown in a particular location.
	Explain why different locations have different human features.
	Explain why people might prefer to live in an urban or rural place.
	Describe how humans can impact the environment both positively and negatively, using examples.
	To know the main types of land use.
	To know the different types of settlement.
	To know an urban place is somewhere near a town or city.
	To know a rural place is somewhere near the countryside.
	To know that a natural resource is something that people can use which comes from the natural environment.
	To know the UK grows food locally and imports food from other countries.
Geographical skills and fieldwork	Beginning to choose the best approach to answer an enquiry question.
	Mapping land use in a small local area using maps and plans.

	Planning for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
	Asking and answering one- step and two- step geographical questions.
	Observing, recording, and naming geographical features in their local environments
	Using simple sampling techniques appropriately.
	Making digital audio recordings for a specific purpose.
	Designing a questionnaire / interviews to collect quantitative fieldwork data.
	Taking digital photos and labelling or captioning them.
	Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.
	Beginning to use a simplified Likert Scale to record their judgements of environmental quality.
	Using a questionnaire/interviews to collect qualitative fieldwork data.
	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.
	Suggesting different ways that a locality could be changed and improved.
	Finding answers to geographical questions through data collection.
	Analysing and presenting quantitative data in charts and graphs.
	Beginning to use maps at more than one scale.
	Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
	Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.
	Using the scale bar on a map to estimate distances.

	Finding countries and features of countries in an atlas using contents and index.
	Zooming in and out of a digital map.
	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.
	Accurately using 4-figure grid references to locate features on a map in regions studied.
	Beginning to locate features using the 8 points of a compass.
	Using a simple key on their own map to show an example of both physical and human features.
	Following a route on a map with some accuracy.
	Saying which directions are N, S, E, W on an OS map.
	Making and using a simple route on a map.
	Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
	To understand that a scale shows how much smaller a map is compared to real life.
	To recognise world maps as a flattened globe.
	To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
	To know that an OS map shows human and physical features as symbols.
	To know that grid references help us locate a particular square on a map.
	To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
	To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
	To know an enquiry-based question has an open-ended answer found by research.
	To know how to use various simple sampling techniques.

	To know what a questionnaire and an interview are.
	To know that quantitative data involves numerical facts and figures and is often objective.
	To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
	To know a Likert scale is used to record people's feelings and attitudes.
	To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
	To know what a bar chart, pictogram and table are and when to use which one best to represent data.

