



Chestnuts Primary School

'Encourage, Enable, Empower'

Geography Progression Document

Locational Knowledge							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>To name and locate 3 continents and 2 oceans To name and locate 2 countries of the UK, the capital cities and the surrounding seas To locate the equator and the north and south poles</p>	<p>To name and locate 7 continents and 5 oceans To name and locate 4 countries of the UK, the capital cities and the surrounding seas To locate MK and Tokyo on a map</p>	<p>To 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). To name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and how these have changed over time To identify land use patterns of cities of in the United Kingdom</p>	<p>To revisit the vocabulary listed in objective one in Y3 To locate the world's countries, using maps to focus on Europe, (including the location of Russia), concentrating on their key human and physical features, countries and major cities To identify land use patterns in the counties of the UK</p>	<p>To revisit the vocabulary listed in objective one in Y3 To locate the world's countries, using maps to focus on North and South America, concentrating on their key human and physical features, countries and major cities</p>	<p>To revisit the vocabulary listed in objective one in Y3</p>
Place Knowledge							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To name the characteristics of the school grounds To name the characteristics of West Bletchley</p>	<p>To name the characteristics of Milton Keynes To name the characteristics of Tokyo To understand the similarities and differences between MK and Tokyo</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (a study of different counties within the UK</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region in a European Country</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, Europe, North America and South America</p>



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Physical Geography							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To 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</p>	<p>To identify seasonal and daily weather patterns in the UK To identify the physical features of hot and cold places To use key geographical vocabulary to refer to 8 physical features from the National Curriculum</p>	<p>To identify seasonal and daily weather patterns in the UK (recap) To use key geographical vocabulary to refer to all 14 physical features listed in the National Curriculum</p>	<p>To describe and understand key aspects of rivers</p>	<p>To describe and understand key aspects of physical geography including mountains and the water cycle</p>	<p>To describe and understand key aspects of physical geography including volcanoes and earthquakes</p>	<p>To describe and understand key aspects of physical geography, including 4 climate zones, 4 biomes and vegetation belts</p>
Human Geography							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To 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</p>	<p>To use key geographical vocabulary to refer to 6 human features from the National Curriculum</p>	<p>To use key geographical vocabulary to refer to all 10 human features listed in the National Curriculum</p>	<p>To describe and understand key aspects of 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 in the UK</p>	<p>To describe and understand key aspects of 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 in Europe</p>	<p>To describe and understand key aspects of 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 in North or South America</p>	



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Geographical Skills and Fieldwork

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG –</p> <p>To make comments about what they have heard and ask questions to clarify their understanding</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>To use simple compass directions (N, S, E, W) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>To devise a simple map</p> <p>To use and construct basic symbols in a key</p> <p>To 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</p>	<p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>To use simple compass directions (N,S,E,W) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>To devise a simple map</p> <p>To use and construct basic symbols in a key</p> <p>To 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</p>	<p>To use maps and atlases to locate cities and countries and describe features studied</p> <p>To use 4 points of a compass, symbols and key to build their knowledge of the United Kingdom</p> <p>To use 4 figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK</p> <p>To 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 and plans</p>	<p>To use maps and atlases to locate countries and describe features studied</p> <p>To use 8 points of a compass, symbols and key to build their knowledge of the United Kingdom</p> <p>To use six figure grid references symbols and key to build their knowledge of the United Kingdom</p> <p>To 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 and plans</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use 8 points of a compass, symbols and key to build their knowledge of the wider world</p> <p>To 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, graphs and digital technologies</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use 8 points of a compass, symbols and key to build their knowledge of the wider world</p> <p>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, graphs and digital technologies</p>