

GEOGRAPHY PROGRESSION STATEMENTS				
	EYFS (Nursery/ Reception)	KS1: <i>exploring, talking, naming</i>	LKS2: <i>offering descriptions, sorting information.</i>	UKS2: <i>comparing and contrasting</i>
Geographical knowledge				
The UK and local area	<ul style="list-style-type: none"> Notices detailed features of objects in their environment. Talk about their observations of plants, animals, natural and found objects. Uses small world play based on first-hand experiences, e.g., visiting farms, train tracks, walking rivers etc. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (<i>UTW – The Natural World</i>) 	Name and locate the 4 countries and capital cities of the UK and its surrounding seas.	Name and locate counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics.	Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
		Identify characteristics of the 4 countries and capital cities of the UK.		
The world and continents	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (<i>UTW – The Natural World</i>) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (<i>UTW – People, Place and Communities</i>) 	Develop knowledge of the human and physical geography of a small area of the UK.	Name and locate the world's seven continents and 5 oceans.	Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics.
		Name and locate the world's seven continents and 5 oceans.		
		Name and locate the world's seven continents and 5 oceans.	Name and locate the countries of North and South America and identify their main physical and human characteristics.	Name and locate some of the countries and major cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns; and understand how some of these have changed over time.
		Name and locate the world's seven continents and 5 oceans.	Name and locate the countries of North and South America and identify their main physical and human characteristics.	Name and locate the countries of North and South America and identify their main physical and human characteristics.
			Name and locate latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles. Begin to understand their significance.	Identify and describe the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones (incl. day and night).
			Begin to locate the geographic zones of the world (including climate zones, biomes and vegetation belts).	Locate the geographic zones of the world (including climate zones, biomes and vegetation belts).
Geographical understanding				
Physical themes	<ul style="list-style-type: none"> Notices detailed features of objects in their environment. Talk about their observations of plants, animals, natural and found objects. Uses small world play based on first-hand experiences, e.g., visiting farms, train tracks, walking rivers etc. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.	Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers and the water cycle.	Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle.
		Identify seasonal and daily weather patterns in the UK.	Begin to describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.
		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		

Human themes	<ul style="list-style-type: none"> • Talks about why things happen and how things work • Developing an understanding of [growth, decay and] changes over time. • Shows care and concern for living things and the environment. • Begin to understand the effect their behaviour can have on the environment. 	Use basic geographical vocabulary to refer to key human features including: <i>city, town, village, factory, farm, house, office, port, harbour and shop.</i>	Describe and understand key aspects of human geography, including: types of settlement and land use.	Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Understanding places and connection	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. 	Become more familiar with the area around the school including identifying land use around the school.	Describe how the locality of the school has changed over time.	Identify and describe how the physical features affect the human activity within a location.
	<ul style="list-style-type: none"> • 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 • Understand some important processes and changes in the natural world around them, including the seasons [and changing states of matter]. (<i>UTW – The Natural World</i>) 	Identify key features of a location to say whether it's a city, town, village, coastal or rural area.	Use a range of resources to identify the key physical and human features of a location.	Understand geographical similarities and differences and change through studying the human and physical geography of the UK.
			Describe geographical similarities and differences between countries.	Describe geographical diversity across the world.
			Explain personal views about locations, giving reasons.	Describe how locations around the world are changing and explain some of the reasons for change.
	<ul style="list-style-type: none"> • 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. (<i>UTW – People, Place and Communities</i>) 	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.	Understand geographical similarities and differences through studying the human and physical geography of a different region of the UK (Y3).	Describe how countries and geographical regions are interconnected and interdependent.
			Understand geographical similarities and differences through studying the human and physical geography of a region in a European country and a region within North or South America (Y4).	Understand geographical similarities and differences through studying the human and physical geography of the UK, a region in a European country and a region within North or South America. Understand some of the reasons for geographical similarities and differences between countries.
			Understand how key human and physical characteristics (e.g. hills, mountains, cities, rivers, key topographical features and land use patterns) have changed over time.	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
			Establish an understanding of the interaction between physical and human processes.	Deepen understanding of the interaction between physical and human processes.
Geographical skills & enquiry				
Map and atlas work	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment. • Talk about their observations of plants, animals, natural and found objects. • Uses small world play based on first-hand experiences, e.g., visiting farms, train tracks, walking rivers etc. 	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage.	Use maps, atlases globes and digital/ computer mapping to locate countries and describe features studied.	Confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
		Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.	Begin to use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (using standard Ordnance Survey symbols) to communicate knowledge of the UK and wider world.	Confidently use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (using standard Ordnance Survey symbols) to build their knowledge of the UK and wider world.

	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	Devise a simple map, use and construct basic symbols in a key. Use a simple grid reference (A1, B1)		
Fieldwork and investigation	<ul style="list-style-type: none"> Talks about why things happen and how things work Explore the natural world around them, making observations and drawing pictures of animals and plants. (<i>UTW – The Natural World</i>) 	Ask and answer geographical questions such as: <i>What is this place like? What or who will I see in this place? What do people do in this place?</i>	Ask and answer geographical questions about the physical and human characteristics of a location.	Create maps of locations identifying patterns such as land use, climate zones, population densities, height of land.
		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use a range of methods including sketch maps, plans and graphs, and digital technologies.	Confidently use a range of methods including sketch maps, plans and graphs, and digital technologies.
		Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.	Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.
				Analyse and give views on the effectiveness of different geographical representations of a location (e.g. aerial images Vs maps/ topological maps such as the London tube map)
	Communicate geographical information in a variety of ways (e.g., maps, numerical and quantitative skills, writing at length).	Collect and analyse statistics and other information in order to draw clear conclusions about locations.	Communicate geographical information in a variety of ways (e.g., maps, numerical and quantitative skills, writing at length).	

Content from:

- Birth to 5 Matters: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>
- Rising Stars assessment progression framework
- *The Essentials Curriculum* by Chris Quigley