



Geography Progression Map



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Map skills	Drawing information from Simple Maps-	<ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key Use simple compass and locational and directional (near and far up and down, left and right, forwards and backwards) to describe the location of features and routes on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries. 	<ul style="list-style-type: none"> Use world maps, atlases, and globes to identify the United Kingdom and its countries Locate the continents and oceans on world maps, atlases and globes. Create simple maps using basic symbols. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, patterns; and understand how some of these aspects have changed over time. Compare maps including aerial photographs. 	<ul style="list-style-type: none"> Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle. Use 8 points of the compass. Begin to use 4-figure grid reference to locate features on a map. 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator and the Tropics of Cancer and Capricorn. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of UK imports and exports. Start to use 6 figure grid references to describe location on a map. Use OS maps
Enquiry skills	<ul style="list-style-type: none"> Asking simple questions about the environment around us Explore the natural world around them and describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. 	<ul style="list-style-type: none"> Ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/ photos and internet as sources of information. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Investigate places and themes at more than one scale 	<ul style="list-style-type: none"> Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. 	<ul style="list-style-type: none"> Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with

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		<ul style="list-style-type: none"> Investigate their surrounding Make observations about where things are e.g. within school or Use simple fieldwork and observational skills to study the geography of their school and its grounds local area. 	<ul style="list-style-type: none"> Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. Recognise local landmarks. 	<ul style="list-style-type: none"> Investigate places and themes at more than one scale. Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures in different locations Use fieldwork to observe, measure rainfall in the local area. 	<ul style="list-style-type: none"> Collect and record evidence with aid. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps 	<ul style="list-style-type: none"> Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations; influence on people/everyday life. 	<p>more emphasis on the larger scale; contrasting and distant places.</p> <ul style="list-style-type: none"> Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use; comparing land use, looking at patterns and explaining reasons behind it.
Place and Locational Knowledge	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries and recognise some environments that are different from the one they live in. Use of different small words, 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas. Locate Leicester on a UK map. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying a contrasting non-European country-Zambia Identify the location of hot and cold areas of the world in relation to the Equator and the 	<ul style="list-style-type: none"> Locate the River Soar in Leicestershire and the location of main rivers of the UK and the word. Locate a range of famous volcanoes. 	<ul style="list-style-type: none"> Locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> Recognise, name and locate countries and cities in South America. 	<ul style="list-style-type: none"> Recognise, name and locate cities and states in North America. Explain travel routes between local towns and cities, using road maps and OS maps.

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	stories and songs		North and South Poles.				
Human and Physical Geography	<ul style="list-style-type: none"> ▪ Understand the effect of changing seasons on the natural world around them. ▪ Seasonal walks ▪ Outdoor Learning 	<ul style="list-style-type: none"> ▪ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ▪ Identify seasonal and daily weather patterns in the UK. 	<ul style="list-style-type: none"> ▪ Describe and identify animals which live in hot and cold places. ▪ Recognise Zambia's main human and physical features. 	<ul style="list-style-type: none"> ▪ Describe and understand key aspects of human geography, effects of flooding and human impact on rivers. ▪ Volcanoes and Earthquakes-formation and impact. 	<ul style="list-style-type: none"> ▪ Describe and understand key aspects of climate zones. ▪ Formation of mountains. 	<ul style="list-style-type: none"> ▪ Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America. 	<ul style="list-style-type: none"> ▪ Understand geographical similarities and differences through the study of human and physical geography of the local region and how needs of people are met in localities.