 **Geography Progression**

**EYFS links:**

***Understanding of the World Reception***

* Draw information from a simple map.
* Recognise some similarities and differences between life in this country and life in other countries
* Explore the natural world around them
* Describe what they see, hear and feel whilst outside
* Recognise some environments that are different to the one in which they live
* Understand the effect of changing seasons on the natural world around them

***The Natural World ELG***

* Explore the natural world around them, making observations and drawing pictures of animals and plants.
* Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & 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

***People, Culture and Communities ELG***

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from, when appropriate, maps

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| Location / place knowledge  t | **Y1** | **Y2** | **Y3** |
| Name the four countries of the United Kingdom and identify some of their characteristics  Name the capital cities of the countries in the UK  Identify the main physical and human features in the locality  Identify similarities and differences in the human and physical features of the locality and a small area in a contrasting non-European country  Identify seasonal daily weather patterns in the uk | Name the world’s seven continents  Name the five oceans  Name the seas surrounding the UK  Locate the capital cities of the countries in the UK and identify their characteristics  Identify similarities and differences in the human and physical features of Braintree and coastal areas in the locality  Identify seasonal and daily weather patterns in hot and cold areas of the world (in relation to the equator and North and South Poles) | Name some counties, cities and geographical regions of the UK  Identify human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land use patterns of counties, cities and geographical regions of the UK and understand how some of these aspects have changed over time  Describe and understand key aspects of hamlets, villages, towns and cities  Identify similarities and differences between the physical and human features of a region in the UK |
| **Environment** | Express own views on attractive and unattractive features of the environment of the places studied | Express own views on attractive and unattractive features of the environment of the places studied | Describe how people can both improve and damage the environment (housing developments. roads etc.) |
| **Enquiry** | Recognise, describe and observe the human and physical features of a place  Use simple sources of information to recognise and describe features of places  (Begin to) analyse a simple source of information to describe the features of a location | Recognise, describe and observe the human and physical features of a place and make simple comparisons  Use simple sources of information to recognise and describe features of places  Analyse a simple source of information to describe the features of a location | Ask and respond to questions about places and the environment making comparisons  (Begin to) analyse a source taking account of the human and physical features of different localities |

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|  | **Y1** | **Y2** | **Y3** |
| **Map Skills** | **Use:**   * Globe * Picture maps * Teacher-drawn base maps * UK weather maps | **Use:**   * Simple world atlas * Globe * Simple maps of UK (showing countries and capital cities) * UK weather maps * World weather maps * Plans * Aerial photographs | **Use:**   * World atlas * Globe * Large scale OS maps * Plan perspectives * Aerial photographs * ‘Political’ maps (showing boundaries of regions and counties of UK) |
| Locate: England, Scotland, Wales and Northern Ireland | Locate: the world’s seven continents; the five oceans, the seas surrounding the UK; capital cities of the UK; the places studied  Begin to **spatially match** places: recognise **continents** on small- scale and larger-scale maps  Use aerial photographs and plans to recognise landmarks and human and physical features | Locate counties, major cities, geographical regions and key topographical features (hills, mountains, coasts and rivers) of the UK and describe features  **Spatially match** places using boundaries - recognise **UK** and **UK countries** on small- scale and larger-scale maps |
| Use **locational and directional language**  e.g. near, far, left, right etc to describe the location, features and routes on a map/plan  Begin to use **simple compass directions** (NSEW) to describe the location, features and routes on a map | Use **simple compass directions (NSEW)** to describe a location, features and routes on a map/plan | Begin to use **letter/number co-ordinates** to locate features on a map  Use four **compass points (NSEW) to follow and give directions** |
| Recognise **class-agreed symbols** on a map/plan | Recognise **standard symbols** for human and physical features on a map/plan and **in a key** | Recognise some **common symbols** for human and physical features **on large- scale OS maps** |
| Make a simple map using teacher-drawn base map and class-agreed symbols for a key | Draw a simple sketch map using a basic key | Draw a simple sketch map using standard symbols to make a key |

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| **Fieldwork Skills** | Make observations of a location and discuss and explain likes and dislikes  Complete a simple survey with support  Sketch simple human and physical features | Make observations of a location and discuss and explain likes and dislikes  Complete a simple survey  Sketch simple human and physical features and add labels  Create a simple chart or table | Draw a simple sketch map from observation  Complete questionnaires/ surveys to collect information  Record collected data in charts e.g. tally, bar chart, pictogram |