

Geography Concepts Progression

<i>Concepts</i>	EYFS	KS1	LKS2	UKS2
<i>Place and Scale</i>	Name and identify: <ul style="list-style-type: none"> • Their home • Their school • Their village/town/city • Their country Identify forward, backward, left and right 	Name and identify/locate: <ul style="list-style-type: none"> • North and South Poles, • Equator, • 4 Compass points N, S, E, W • 7 continents, • 5 oceans. • 4 countries of UK • Capitals of UK • UK surrounding seas • Where they live. 	In addition to KS1 name and identify/locate: <ul style="list-style-type: none"> • N. & S. hemispheres, • Tropics Cancer & Capricorn, • Arctic and Antarctic Circle, • 8 Compass points, • 4 figure grid references. • Key countries studied (Including capitals of these), • Key European countries (Including capitals of these) • Regions of Americas, • Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) • Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc) 	In addition to KS1 and Yr3/4 name and identify/locate: <ul style="list-style-type: none"> • Latitude and, longitude, • Prime / Greenwich Meridian & time zones, • 8 Compass points, • 6 figure grid references. Continue to extend: • Key countries studied (Including capitals o these), • Key European countries (Including capitals of these) • Regions of Europe, other continents studied • Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) • Key human characteristics of countries and places studied (Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal,

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				Tower Bridge, Sydney Harbour etc
<p><i>Possible Questions</i></p>	<p>Where is it? What is it like?</p>	<ul style="list-style-type: none"> • Continent- Which continent is it in? • Oceans and seas – Which oceans and seas are nearby? • Weather- What is the weather like there? Is it hot or cold there? Is it near the Equator or the poles? • Who and What – Who (people) and what (animals and plants) live there? • See – What would we see there? What is natural? What has been made by humans? • What is your address? • What country do they live in? What is the capital? Can you describe a given place? 	<ul style="list-style-type: none"> • Hemisphere – Which hemisphere is it in? • Other places – where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? • Time zone – Which timezone (s) is it in? • Climate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) • Us – Where is it in relation to our village/town/city/county/country? • Bodies of water – Which bodies of water are nearby? • How is it similar/different to other places? How am I linked with people and environments in other places? 	<ul style="list-style-type: none"> • See Y3/4 • Where are things located in this place? (developing the concepts of order and pattern?) • What biome(s) is this place located in?
<p><i>Human Features</i></p>	<ul style="list-style-type: none"> • Identify things in a location that have been made by people • Identify a journey they go on • Start to identify and name features such as those listed in KS1 	<p>Identify, describe and understand key human features such as: house, bungalow, flat, detached, semidetached, terrace, shop, park, village, city, town, village, capital,</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> • types of settlement, • land use, • economic activity, • trade links, • energy types and usage, • food 	

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		<p>building, factory, farm, factory, office, canal, railway, transport (and types), bridge, tunnel, roads, motorway, station, airport, port, harbour</p>		
<p><i>Possible Questions</i></p>	<p>What is it? Where is it? Why has it been made?</p>	<ul style="list-style-type: none"> • What facilities might a town or village need? • What types of buildings/housing is in this locality? • What might they wear if they lived in a very hot or very cold place? 	<ul style="list-style-type: none"> • What types of buildings/housing is in this locality? • What is the infrastructure like e.g. roads, railways, facilities, electricity? • Why does a locality have certain human features? • How do people use the key features of the land? How are people trying to manage their environment? 	<ul style="list-style-type: none"> • How does a location fit into its wider geographical location with reference to human and economical features? • What might a place be like in the future, taking account of issues impacting on human features? • What are the key imports /exports for a locality?
<p><i>Physical Features</i></p>	<p>Identify things in a location that are living (not human made)</p> <ul style="list-style-type: none"> • Describe the weather and name different types of weather • Identify how the weather changes what they do • Start to identify and name physical features 	<p>Identify, describe and understand key aspects of</p> <ul style="list-style-type: none"> • seasonal & daily weather patterns (UK & local scales). • hot & cold areas of the world • Identify, describe and understand key physical features such as: hill, stream, slope, river, 	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> • climate zones, • biomes, (aquatic, desert, forest, tundra, grassland) • vegetation belts, • rivers, • mountains, • volcanoes, • earthquakes, • water cycle • coasts • distribution of natural resources: 	

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	<p>such as those listed in KS1</p>	<p>lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley, season, weather</p> <ul style="list-style-type: none"> • Identify the basic biomes (water/aquatic, land/terrestrial) 		
<p><i>Possible Questions</i></p>	<ul style="list-style-type: none"> • How do you get to school? • What do you see on your journey? • Can you describe what you can see? What is the weather like today? 	<ul style="list-style-type: none"> • What season is it now? How do we know? • What is your address? • What key physical features can they see in the place they live e.g. river, hills etc? • Can you describe a given place (non-European)? • Can you describe features associated with an island? • Can you find the longest/shortest route? • What makes a locality special? 	<ul style="list-style-type: none"> • How are earthquakes created? • Why is France/Spain etc a popular holiday destination? • What are the main features of a village? • What are the key differences between cities and villages? • Why do people's lives vary due to the weather? Why does a locality have certain physical features? 	
<p><i>Change, Environment</i></p>	<ul style="list-style-type: none"> • Identify how a place has changed • Identify how people have changed a place or feature 	<ul style="list-style-type: none"> • Explain how some people spoil an area • Explain how some people try to make an area better 	<ul style="list-style-type: none"> • Suggest ways a location could be changed and/or improved • Explain how a location has changed over time (physical and human elements) 	<ul style="list-style-type: none"> • Explain what a place might be like in the future taking account of issues impacting on a

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<p><i>and Sustainability</i></p>			<ul style="list-style-type: none"> • Explain how people are trying to manage and sustain or improve their environment 	<p>human and/or physical features</p> <ul style="list-style-type: none"> • Identify ways in which humans have both improved and damaged the environment and suggest responses • Explain how some human activity has caused damage to the environment
<p><i>Personal Viewpoint</i></p>	<p>Identify which bits of a place they like</p> <ul style="list-style-type: none"> • Identify which bits of a place they don't like or feel worried or unhappy in 	<ul style="list-style-type: none"> • Say what they like about their locality • Say what they don't like about their locality • Say what they like about another locality • Say what they don't like about another locality 	<ul style="list-style-type: none"> • Identify different viewpoints on a geographical issue or feature 	<ul style="list-style-type: none"> • Explain why people may have different viewpoints on a geographical issue or feature • Explain why people are attracted to live by specific geographical (physical and human) features • Explain the negative impact of living by specific geographical (physical and human) features
<p><i>Map Skills</i></p>	<p>Know about similarities and differences in relation to places, objects, materials and living things.</p>	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK, its countries & surrounding seas, locate 7 continents and 5 oceans • Use simple compass 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify hemispheres, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions. • Name and locate the capital cities of neighbouring European countries 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify main countries in continents of the world • Identify the tropics of Cancer

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		<p>directions (N,S,E,W) and locational & directional language (e.g. near and far, left and right) to describe location of features and routes on a map</p> <ul style="list-style-type: none"> • Devise a simple map • Use and construct symbols in a key 	<ul style="list-style-type: none"> • Know and use the eight points of a compass (N, NW, W, SW, SE, E, NE) • Begin to use 4 figure grid references • Use basic OS map symbols • Begin to use the scale bar to estimate distances • Make a map of a short route with features in the correct order. • Begin to use computer mapping 	<ul style="list-style-type: none"> • Begin to understand longitude and latitude on a globe or atlas • Begin to use 6 figure grid references <ul style="list-style-type: none"> • Name and locate many of the worlds most famous mountain regions on a map • Use symbols and keys including those on OS maps • Use maps with a range of scales <ul style="list-style-type: none"> • Follow a route on 1:50 000 OS map • Use digital mapping
<p><i>Fieldwork skills</i></p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <ul style="list-style-type: none"> • Talk about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • Use fieldwork skills of surveying, interviewing, photography and observations to understand how a locality has changed over time • Create sketch maps • Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> • Make detailed sketches and plans • Devise geographical questions to guide research • Use data from text, images and maps to make meaning and draw reasonable conclusions <ul style="list-style-type: none"> • Understand land height is shown on OS maps using contour lines • Describe and interpret relief features

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