

SITHNEY COMMUNITY PRIMARY SCHOOL

Geography – Core Concepts Progression

Place, Time and Scale



EYFS

| | 2-3 Year Olds | 3-4 Year Olds | Reception |
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| Progression | <p>Ask questions about books, makes comments and shares ideas Begin to show an interest in the world around them.</p> <p>Recognise and point to objects if asked about them Start to develop pretend play that reflects the world around them Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>Add some marks to their drawings (maps), which they give meaning to.</p> | <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Know that there are different countries in the world & talk about the differences they have experienced or seen in photos</p> <p>Talk about some of the things they have observed in different places Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park</p> <p>Understand position through words alone. Describe a familiar route. Discuss routes and locations using words like 'in front of' and 'behind'. Draw lines to show an imaginary route.</p> | <p>Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Recognise some environments that are different to the one in which they live.</p> <p>Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' Recognise some similarities & differences between life in this country & life in other countries.</p> <p>Draw information from a simple map. Interpret range of sources of geographical information, including maps, globes and photographs.</p> |

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| | | | | Follow story maps. | | |
| ELG | People, Culture and Communities <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. The Natural World <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. | | | | | |
| KS1/2 | | | | | | |
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| National Curriculum | KS1 Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. | | KS2 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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) | | | |
| Progression | I can name and locate the four countries of the UK and their capital cities. I can recognise that there are continents around the world, separated by oceans. | I can name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. | I can name and locate counties and cities of the UK. I can name and locate countries in Europe (including the location of Russia) concentrating on their key physical and human features. | I can use maps to name and locate countries in North and South America identifying major cities and their key physical and human characteristics. | I can name and locate counties and cities of the UK identifying their key physical and human characteristics. I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. I can identify the position and significance of the Greenwich Meridian | I can name and locate countries of the world and their identifying human and physical characteristics. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. |

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SITHNEY COMMUNITY PRIMARY SCHOOL

Geography – Core Concepts Progression



Human Geography

EYFS

| | 2-3 Year Olds | 3-4 Year Olds | Reception |
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| Progression | <p>Manipulate and play with different materials Notices detailed features of objects in their environment.</p> <p>Can talk about some of things they have observed such as plants, animals, natural and found objects.</p> | <p>Help children notice and discuss patterns around them, e.g. rubbings from grates, covers, bricks.</p> <p>Observe and identify features in the place they live and the natural world. Find out about their environment and talk about the features they like and dislike.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> | <p>Explore their local environment and talk about the changes they see. Talk about the similarities and differences between themselves and their friends as well as looking at photos of children and places around the world. Explain that human activity can influence and impact the world, meaning that things happen as a result of our actions.</p> <p>Describe some actions which people in their own community do that helps to maintain the area they live in.</p> |

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| ELG | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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>The Natural World</p> <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. | | |
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KS1/2

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| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| <p>National Curriculum</p> | <p>KS1 I can understand similarities and differences through studying the human geography of an area and comparing this.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | <p>KS2 Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none"> • 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 | | | |
| <p>Progression</p> | <p>Use basic geographical vocabulary to refer to key human features.</p> <p>I can use my own symbols and pictures to represent human features.</p> <p>I can add labels onto a photography of human features.</p> | <p>I can compare geographical similarities and differences through studying the human geography</p> <p>I can take photographs to help with recording human features of the local area.</p> | <p>I can compare geographical similarities and differences of two European places through the study of human geography.</p> <p>I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.</p> <p>I can give plausible reasons for people choosing where to live.</p> | <p>I can compare geographical similarities and differences through the study of human geography of a region in the UK and a region in either North or South America.</p> <p>I understand how these features have changed over time.</p> <p>I understand and can discuss the effect water has on landscapes, people and the environment.</p> | <p>I can compare and contrast different regions based on their human features.</p> <p>I can explain settlement features by relating to trade links and economic activity.</p> | <p>I can compare land uses, economic activity and distribution of natural resources between different places.</p> <p>I understand how decisions about places and environments affect the quality, and future quality, of people's lives.</p> <p>I can explain settlement changes over time.</p> |

SITHNEY COMMUNITY PRIMARY SCHOOL

Geography – Core Concepts Progression



Physical Geography

EYFS

| | 2-3 Year Olds | 3-4 Year Olds | Reception |
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| Progression | <p>Explore and respond to different natural phenomenon in their setting and on trips.</p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</p> <p>Explore natural materials, indoors and outdoors</p> <p>Manipulate and play with different materials</p> <p>Notices detailed features of objects in their environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> | <p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p>Identify seasonal patterns – focusing on plants and animals.</p> <p>Observe and identify features in the place they live and the natural world.</p> <p>Find out about their environment and talk about features they like and dislike.</p> | <p>Explore their local environment and talk about the changes they see.</p> <p>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Look closely at similarities, difference, patterns and change in nature.</p> <p>Describe what they see, hear and feel whilst outside.</p> |
| ELG | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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>The Natural World</p> <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. | | |

KS1/2

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| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| <p>National Curriculum</p> | <p>KS1 I can understand similarities and differences through studying the physical geography of an area and comparing this.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | | <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | |
| <p>Progression</p> | <p>I can identify seasonal and daily weather patterns in the UK.</p> <p>Use basic geographical vocabulary to refer to key physical features.</p> <p>I can use my own symbols and pictures to represent physical features.</p> | <p>I can locate hot and cold areas of the world in relation to the equator and the North/South poles.</p> <p>I can compare geographical similarities and differences through studying the physical geography</p> <p>I can take photographs to help with recording physical features of the local area.</p> | <p>I can describe climate zones.</p> <p>I can describe and show an understanding of volcanoes and earthquakes</p> <p>I can compare geographical similarities and differences of two European places through the study of physical geography.</p> | <p>I understand and can discuss the effect water has on landscapes, people and the environment.</p> <p>I can compare geographical similarities and differences through the study of physical geography of a region in the UK and a region in either North or South America.</p> <p>I understand how these features have changed over time.</p> | <p>I can compare and contrast different regions based on their physical features.</p> <p>I can begin to use atlases to find out about physical features of a place.</p> | <p>I can compare land uses, economic activity and distribution of natural resources between different places.</p> <p>I can understand and describe key aspects of physical geography including; climate zones; biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes as well as the water cycle.</p> |

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| | I can add labels onto a photography of physical features. | | | | | |
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Geography – Core Concepts Progression



Interconnectivity

EYFS

| | 2-3 Year Olds | 3-4 Year Olds | Reception |
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| Progression | Begin to show an interest in the world around them | Begin to understand the effect their can have on the environment. Shows care and concern for living things in the environment. | Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Describe some actions which people in their community do that help to maintain the area where they live. Explain that human activity can influence and impact the world, meaning that things happen as a result of our actions. |
| ELG | People, Culture and Communities <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. The Natural World <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. | | |

KS1/2

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------------|---|--|---|---|---|--|
| National Curriculum | KS1 I can understand similarities and differences through studying the human and physical geography of an area and comparing this. | | KS2 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America | | | |
| Progression | I can understand caring for places including the harm | I am able to draw on physical and human geography to | I can devise examples of links with physical | I can propose links with physical and human features in | I can raise questions about the different hemispheres and | I can compare land uses, economic activity and |

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| | <p>caused by rubbish in the environment.</p> | <p>compare similarities and differences between a small area in the UK and a contrasting non-European country.</p> | <p>and human geography locally.</p> <p>I can compare geographical similarities and differences of two European places through the study of human and physical geography.</p> | <p>different European regions.</p> <p>I can compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region on either North or South America.</p> | <p>make predictions about how they might be different.</p> <p>I can recognise how people can improve or damage the environment.</p> | <p>distribution of natural resources between different places.</p> <p>I can explain the positive and negative impact of humans on the planet, including climate change.</p> <p>I can understand how decisions about places and the environment affect the quality, and future quality of people's lives.</p> <p>I can describe the geographical diversity of the world.</p> |
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SITHNEY COMMUNITY PRIMARY SCHOOL

Geography – Core Concepts Progression



Geographical Skills

EYFS

| | 2-3 Year Olds | 3-4 Year Olds | Reception |
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| Progression | <p>Recognise natural features of the world around them, pointing them out to adults</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> | <p>Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Use diverse range of props, photos, books to notice & talk about similarities & differences</p> | <p>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</p> <p>Describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>Interpret range of sources of geographical information, including maps, globes, photographs</p> |
| ELG | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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>The Natural World</p> <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. | | |

KS1/2

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------------|--|----|--|----|----|----|
| National Curriculum | <p>KS1</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language to describe | | <p>KS2</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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 and graphs, and digital technologies. | | | |

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| | <p>the location of features and routes on a map</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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. | | | | | |
| Progression | <p>I can answer basic geographical questions.</p> <p>I can ask a familiar person prepared questions.</p> <p>I can use everyday language to describe features (i.e. bigger, smaller).</p> <p>I can add labels onto a photograph of features.</p> <p>On a map of the UK, I can name and locate the four countries and major features.</p> | <p>I can ask and answer basic geographical questions.</p> <p>I can take photographs to help with recording features of the local area.</p> <p>I can study the geography of a locality.</p> <p>I can add labels onto a map or photograph of features.</p> <p>I can locate the UK, seven continents and five oceans on a world map and globe.</p> | <p>I can ask geographical questions and use fieldwork to find the answer.</p> <p>I can present information using a range of writing genres.</p> <p>I can use a Junior Atlas to locate places.</p> <p>I can understand and locate boundaries of</p> | <p>I can collect data and present my findings mathematically.</p> <p>I can annotate a sketch with descriptive and explanatory labels.</p> <p>I can present information using different English techniques and data using ICT.</p> <p>I can express my own view about topic covered.</p> <p>I can locate places on large-scale maps.</p> <p>I can make a map of a short route with</p> | <p>I can suggest questions for investigating.</p> <p>I can make a judgement about the best viewpoint when taking photographs.</p> <p>I can present information using a range of methods.</p> <p>I can identify and explain different views of people including myself.</p> <p>I can begin to use atlases to find out about other features of places.</p> | <p>I can plan, prepare and carry out my own investigation.</p> <p>I can choose resources and ways to present findings.</p> <p>I can collect and present data using a range of measuring instruments.</p> <p>I can choose ways to communicate data.</p> <p>I understand different peoples' views on geographical issues including the reasons influencing their views.</p> <p>I can locate places on a world map.</p> <p>I can confidently identify significant</p> |

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| | <p>I can use a simple map to move around.</p> <p>I can use locational and directional language (i.e. near, far, up, down, left, right) to describe the location of features and routes on a map.</p> <p>I can draw a picture map of imaginary places and stories.</p> <p>I can use my own symbols and pictures to represent places or features.</p> | <p>I can use an Infant Atlas to locate countries.</p> <p>I can follow a route on a simple map.</p> <p>I can draw a map of a real place.</p> <p>I can use and construct basic symbols in a key.</p> <p>I can use four points of the compass.</p> <p>I can use aerial photographs and plan perspectives</p> | <p>counties and countries.</p> <p>I can follow a route on a map with some accuracy.</p> <p>I can make a map of a short route.</p> <p>I can try to make a simple scale drawing.</p> | <p>features in the correct order.</p> <p>I can use letter and number coordinates.</p> <p>I can use the 8 points of a compass</p> <p>I can make simple scale drawings.</p> <p>I can follow a route on a large-scale map.</p> <p>I can use satellite images and a variety of maps.</p> | <p>I can use an OS map to plan a short route.</p> <p>I can select a map appropriate for a purpose</p> <p>I can measure distances using maps.</p> <p>I can use 4 figure grid references.</p> <p>I can begin to draw a variety of thematic maps based on my own data.</p> <p>I can compare satellite images, aerial photographs and maps.</p> | <p>places and environments</p> <p>I can use atlases to find out about the features of places.</p> <p>I can select a map appropriate for a purpose and explain my reasoning.</p> <p>I can use an OS map to identifying routes and symbols.</p> <p>I can draw a variety of thematic maps based on my own data.</p> <p>I can use 6 figure grid references.</p> <p>I can compare satellite images, aerial photographs and maps covering a period of time.</p> |
| Geographically Questioning | Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) | Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. | Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Collect and analyse statistics and other information in order to draw clear conclusions about locations. | | | |
| Geographical Language | Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | Describe key aspects of: Physical Geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. | Describe and understand key aspects of: Physical Geography, including: climate zones, biomes and vegetation belts, rivers, | | | |

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| | <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>Human Geography, including: settlement and land use.</p> | <p>mountians, volcanoes and earthquakes and the water cycle. Human Geography, including: settlemets, land use, economic activity inclduing trade links, and the distribution or natural resources including energy, food, minerals and water supplies.</p> |
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