



Geography Progression

**Intent:**

To inspire geographical explorers to be fascinated in the world and use their knowledge and skills to play a role in shaping its future. At Waltham we aspire to give pupils a broad and detailed knowledge of people and places from around the world.

	<u>Pre-School</u> 3-4 Year olds	<u>Reception</u>	<u>Year 1 &amp; 2</u>	<u>Year 3 &amp; 4</u>	<u>Year 5 &amp; 6</u>
Locational Knowledge	Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'	ELG Understanding the World People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Name & locate the <b>four countries</b> and <b>capital cities</b> of the UK and its surrounding areas.  Name & locate the world's seven <b>continents</b> and five <b>oceans</b> .	Name and locate <b>countries</b> and <b>cities</b> of the <b>United Kingdom</b> , <b>geographical regions</b> and their identifying <b>human</b> and <b>physical characteristics</b> , key <b>topographical features</b> (including hills, mountains, coasts and rivers)  Identify the position and significance of <b>latitude</b> , <b>longitude</b> , <b>Equator</b> , <b>Northern Hemisphere</b> , <b>Southern Hemisphere</b> , the <b>Tropics of Cancer</b> and <b>Capricorn</b> , <b>Arctic</b> and <b>Antarctic Circle</b> , the <b>Prime/Greenwich Meridian</b> and <b>time zones</b> (including day and night)  Locate the world's countries, using maps to focus concentrating <b>South America</b> focusing on environmental	Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities



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				regions, key physical and human characteristics, countries, and major cities	
Place Knowledge	<p>Knowledge and Understanding of the World</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Knowledge and Understanding of the World</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>vvx nmm</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-</p>	<p>Understand <b>geographical similarities and differences</b> through studying human and physical geography of a small area of the <b>UK</b> and a small area in a contrasting <b>non-European country</b></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within <b>South America.</b></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region a region in a <b>European</b> country.</p>



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		fiction texts and (when appropriate) maps.			
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Human and physical Geography	<p><b>Age 3 – 4 years Knowledge and Understanding of the World</b></p> <p><b>Use all their senses in hands-on exploration of natural materials.</b></p> <p><b>Begin to understand the need to respect and care for the natural environment and all living things.</b></p> <p><b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></p>	<p>Knowledge and understanding of the world</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p style="text-align: center;">ELG</p> <p>Understanding of the World People, culture and communities</p> <p>Describe their immediate environment using knowledge</p>	<p>Identify seasonal / daily <b>weather patterns</b> in the UK location of <b>hot and cold areas of the world</b></p> <p>Use <b>basic geographical vocabulary</b> to refer to physical and human features in the local area</p> <p>Know the location of <b>hot and cold areas</b> of the world in relation to equator and <b>North and South Poles.</b></p> <p>Use key <b>geographical vocab</b>, use <b>simple fieldwork</b> and <b>observational skills</b> to study the immediate environment</p>	<p>Describe and understand key aspects of physical geography, including: <b>volcanoes</b> and <b>earthquakes</b></p> <p>Describe and understand key aspects of: physical geography, including <b>climate zones, biomes</b> and <b>vegetation belts, rivers and the water cycle.</b></p>	<p>Describe and understand key aspects of:</p> <p style="padding-left: 20px;">human geography, including <b>types of settlement</b></p> <p style="padding-left: 20px;">physical geography, including <b>mountains.</b></p> <p>Describe and understand key aspects of physical geography, including: economic activity including trade links, and the distribution of <b>natural resources</b> including <b>energy, food, minerals</b> and <b>water.</b></p>
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		<p>from observations, discussion, stories, non-fiction texts and maps.</p> <p>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> <p>The natural world</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>			
Geographical skills and fieldwork		<p>Knowledge and understand of the world          Draw information from a simple map.</p> <p>ELG:          Understanding of the World          People, culture and communities</p> <p>Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.</p>	<p>Use <b>four compass directions &amp; simple directional vocabulary</b> to describe location of features and routes on maps.</p> <p>use <b>simple fieldwork</b> and <b>observational skills</b> to study the geography of their <b>school and its grounds</b> and the key human and physical features of its surrounding environment</p>	<p>Use the <b>eight points of a compass</b></p> <p>use <b>fieldwork</b> to observe, measure, record and present human and physical features in the local area using a range of methods, including <b>sketch maps, plans and graphs.</b></p>	<p>Four and six-figure <b>grid references, symbols and key</b> (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>



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		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.			
			Use <b>aerial photographs</b> and plan perspectives to recognise landmarks and basic human and physical features; devise a <b>simple map</b> and use and construct <b>basic symbols</b> in a key.  Use world <b>maps, atlases &amp; globes</b> to identify the UK and its countries as well as countries, continents and oceans studied at this key stage.	Use <b>maps, atlases, globes</b> , and <b>digital/computer</b> mapping to locate countries and describe features studied.	