


EYFS			
Nursery (3-4 year olds)		Reception	
Birth to 3 years	3-4 year olds	Reception	ELG
Explore and respond to different natural phenomena in their setting and trips.	Use all their sense in hands-on exploration of natural materials.	Draw information from a simple map.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (People, culture and communities)
	Begin to understand the need to respect and care for the natural environment.	Recognise some similarities and differences between life in this country and life in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (People, culture and communities)
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Explore the natural world around them.	Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what they read in class. (The natural world).
	Understand position through words alone. (Mathematics)	Recognise some environments that are different to the one in which they live.	Understand some important processes and changes in the natural world around them, including the seasons. (The natural world).
	Describe a familiar route. (Mathematics)	Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants.
	Discuss routes and locations, using words like 'in front of' and 'behind' (Mathematics).	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	Understand that some places are special to members of their community.		


Understanding the World

# Geography- Curriculum Progression


		EYFS			
		LEARNING PROGRESSION 			
		Nursery (3-4 year olds)		Reception	
		Birth to 3 years	3-4 year olds	Reception	ELG
Locational Knowledge		Describe a familiar route. (Mathematics)			
		Discuss routes and locations, using words like 'in front of' and 'behind' (Mathematics).			
Place Knowledge		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Understanding the World)			
		Understand that some places are special to members of their community. (Understanding the World)			
		Understand position through words alone. (Mathematics)			


EYFS				
Nursery (3-4 year olds)			Reception	
Birth to 3 years	3-4 year olds	Reception		ELG
<b>Human and Physical Knowledge</b>			Recognise some similarities and differences between life in this country and life in other countries. (Understanding the World)	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (People, culture and communities)
			Recognise some environments that are different to the one in which they live. (Understanding the World)	Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what they read in class. (The natural world).
			Understand the effect of changing seasons on the natural world around them. (Understanding the World)	Understand some important processes and changes in the natural world around them , including the seasons. (The natural world).
				Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Understanding the World)
<b>Geographical Fieldwork</b>	Explore and respond to different natural phenomena in their setting and trips. (Understanding the World)	Use all their sense in hands-on exploration of natural materials. (Understanding the World)	Draw information from a simple map. (Understanding the World)	Describe their immediate environment using knowledge from observation, discussion, stories , non-fiction texts and maps. (People, culture and communities)
		Begin to understand the need to respect and care for the natural environment. (Understanding the World)	Explore the natural world around them. (Understanding the World)	Explore the natural world around them, making observations and drawing pictures of animals and plants. (Understanding the World)
			Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Understanding the World)	

# Geography- Curriculum Progression

Key Stage 1		
 LEARNING PROGRESSION		
<b>Human and Physical Features</b>	<p>I can identify and record daily weather patterns in the UK. I can discuss any changes throughout the week and how this weather relates to the seasons.</p>	<p>I can discuss where in the world it is hot or cold. I can discuss this in relation to the Equator and the North and South Poles.</p>
		<p>I can compare and contrast the weather in two British localities e.g. Northern Scotland, Southern England.</p>
	<p>I can use basic geographical vocabulary to describe the physical features of the school and its surrounding environment.</p>	<p>I can use basic geographical vocabulary to refer to the key physical features (<i>including—beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>) and human features (<i>including city, town, village, factory, farm, house, office, port, harbour, shop</i>) of two different locations in the United Kingdom</p>
<b>Geographical Fieldwork</b>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the UK and it's countries.</p>	<p>I can use world maps, atlases, globes and digital/ computer mapping (Google Earth) to locate familiar countries around the world, the seven continents and the five oceans.</p>
	<p>I can use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on maps.</p>	<p>I can use four points of a compass to build my knowledge of the United Kingdom, using North, South, East and West.</p>
	<p>I can use simple fieldwork and observational skills to study the geography of my school and it's grounds.</p>	<p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the UK and use these to create simple picture maps.</p>
	<p>I can use fieldwork to observe and explore human and physical features in the local area using simple sketching and maps.</p>	<p>I can use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>
		<p>I can devise a simple map of our school grounds and I can use and construct basic symbols in a key.</p>

# Geography- Curriculum Progression

		Key Stage 1	
		LEARNING PROGRESSION 	
<b>Locational knowledge</b>	I can name and locate a local town and city.	I can name, locate and identify characteristics of the four countries which make up the British Isles and I know the main river running through each country.	
	I can name and locate the four countries which make up the British Isles and name their capital cities.	I can use a globe to locate and name the seven continents of the world.	
	I can name the seas surrounding the United Kingdom.	I can name and locate the five oceans of the world.	
<b>Place knowledge</b>	I can talk about where I live.	I can compare a local city/town in England with a contrasting city/town in a different (non-European) country by asking and answering geographical questions.	
	I can use basic geographical vocabulary when describing a place. E.g. city, town, village, factory, farm, house and shop.	I can compare England with a contrasting country in the world.	
	I can compare differences between Biddulph and a seaside town in the United Kingdom.		

Key Stage 2		
LEARNING PROGRESSION 		
<b>Locational Knowledge</b>	I can use maps to locate the countries of Europe.	I can identify the positions and significance of the Equator.
	I can locate the countries in Europe and concentrate on their environmental regions.	I can identify the positions and significance of the Tropics of Cancer and Capricorn.
	I can locate the countries in Europe and concentrate on their key physical and human characteristics.	I can locate and label different countries/continents in the Northern and Southern hemisphere.
	I can name and locate the major cities in the UK and in Europe (focusing on France)	I can raise questions about the different hemispheres and make predictions on how I think life will be different in the two hemispheres.
	I can study the land–use patterns of an area in the United Kingdom linked to the area I am studying and say how these have changed over time.	I can study the land–use patterns of an area in the United Kingdom linked to the area I am studying and say how these have changed over time.
	I can use photographs to critically study the topographical features of an area in the United Kingdom linked to the area I am studying.	
<b>Place Knowledge</b>	I can study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom.	I can study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe -e.g. France. Or the wider world—e.g. Benin, Africa.

## Key Stage 2

### LEARNING PROGRESSION

## Human and Physical Geography

I can use and explain the term 'climate zone' and identify them.	I can describe and show an understanding of the climate zones of the key places I study in the UK, Europe and the wider world.
I can ask questions and find out what affects the climate.	I can describe and show an understanding of earthquakes, mountains and volcanoes linking to the key places I study.
I can use maps to identify different climate zones.	I can describe the settlements and land use of different types of settlements within the UK (towns, villages, cities) and discuss the differences. I can talk about what has impacted the settlements to create the contrast.
I can discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.	I can study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. I can critically study photographs.
I can ask questions about global warming and discover the cause of it and research the implications.	
I can reach reasoned and informed solutions and discuss the consequences for the future.	

# Geography- Curriculum Progression

## Key Stage 2

### LEARNING PROGRESSION

#### Geographical Skills and Fieldwork

I can use maps and atlases to locate countries and describe features studied.

I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

I can use digital and computer mapping to locate countries and describe features studied.

I can use the four and six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.

I can use the four points of a compass to build my knowledge of the United Kingdom and the wider world.

I can use ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world.

I can use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.

I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (sketch maps, plans, and graphs).