



Geography Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry	Understanding the World ELG: The Natural World Children at the expected level of development will: 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;	Begin to use information from different sources (books, internet, etc.) to answer questions about places. Start to recognise and describe human and physical features of a place and make simple comparisons.	Select their own information to use from different sources to answer questions about places. Recognise, describe and observe human and physical features of a place. Make more detailed comparisons.	Begin to ask and respond to questions about place and the environment, making comparisons. Use prior knowledge to begin to explain the locations of human and physical features in different localities.	Ask and give detailed answers to questions about places and the environment. Make in depth comparisons between the two. Offer supported explanations for the location of human and physical features in different localities.	Use their prior knowledge to plan and carry out a group investigation. Recognise and describe some physical and human processes. Begin to identify and explain different views, coming to a conclusion.	Use their geographical knowledge and understanding to carry out an investigation and record data in different ways. Recognise and describe physical and human processes and draw comparisons. Identify and explain different views, coming to a reasoned conclusion.
Map skills	Understanding the World ELG: People, Culture and Communities Children at the expected level of development will: 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.	Name some of the worlds continents. Name the four countries that make up the UK Begin to use simple compass directions and locational language. Use aerial photographs to start to recognise places. Make a simple map using a key with basic symbols.	Name and locate the worlds continents and oceans. Use compass directions and locational language in reference to a map Use aerial photographs and plans to recognise places and landmarks. Make a map using a key with symbols.	Locate some countries in the world and some capital cities. Begin to identify some cities and regions of the UK Identify on a globe the position and significance of the equator. Begin to show understanding for the tropics and the Arctic and Antarctic circles. Begin to identify features of places using aerial photos. Make and use more detailed maps using symbols and keys.	Locate more countries and capital cities. Identify the major cities and regions of the UK Explain the location and significance of the equator, tropics, Arctic and Antarctic. Identify features of places using aerial photos and explain the use. Make and use a more detailed map using symbols and keys.	Use maps and atlases to locate some countries and identify some key physical/ human features. Use a compass and map with a four-figure reference. Begin to use OS maps to interpret a place, looking at contour lines and symbols. Begin to compare aerial photos to large scale maps.	Use maps and atlases to locate a variety of countries and identify key human/ physical features. Use a compass and maps with four figure grid references confidently. Use OS maps to identify features using contour lines and symbols. Compare aerial photos to large scale maps.
Fieldwork skills	ELG: Speaking Children at the expected level of development will: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Observe a local place, discussing likes and dislikes. Create a class questionnaire e.g. what do you like about our playground? Discuss surveys and record as a class/ group (use of roads, how much litter, etc.) Sketch simple features of surrounding area and begin to use labels.	Observe local area and record likes and dislikes. Create questionnaires linked to their observations. Survey the local area and record findings (how many cars, how much litter, etc.) Sketch and label features of our local area.	Begin to record information through more detailed sketches, questionnaires and surveys to collect information and investigate a place. Begin to measure and record data.	Record information through observation, detailed sketches, questionnaires and surveys to collect information and investigate a place. Measure, record and analyse data in different ways.	Begin to generate questions and find appropriate ways to answer them using gathered information and data (using sketches, observations, questionnaires and surveys). Record information in different ways and begin to interpret results.	Generate questions and find appropriate ways to answer them using gathered information and data (from sketches, observations, questionnaires and surveys). Record information in different ways and interpret results, looking for patterns.
Environment	Understanding the World ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Begin to talk about their opinions on attractive and unattractive features in their environment - what do you like about the park?	Talk about their opinions on attractive and unattractive features of a few different places in their environment - what do you like and not like? Why?	Start to think about how humans can both improve and damage the environment. Discuss comparisons between different localities.	Describe (in detail) how humans can both improve and damage the local and wider environment.	Discuss and investigate how a range of physical and human processes change the environment. Think about ways in which human activities affect the environment and begin to recognise that people attempt to manage and improve the environment.	Describe how a range of physical and human processes change the environment. Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage and improve the environment. Form an opinion on whether humans are more helpful or harmful.

