Progression in Geography

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Locational knowledge	• Begin to use positional and locational language to describe where things are. • Explore familiar places and routes through everyday experiences and play.	• Talk about where familiar places are and describe simple routes. • Use simple maps and drawings to represent familiar places. • Use simple positional and locational language to describe where places are in relation to one another.	• Name and locate the seven continents and begin to locate them on a world map. • Name and locate the Atlantic and Pacific Oceans. • Know that they live in Europe and locate it on a map. • Name and locate the four countries of the United Kingdom. • Name the country in which they live and locate it on a map. • Know that the United Kingdom is made up of four countries. • Identify the capital city of the UK.	• Name and locate the seven continents and five oceans on a world map. • Locate the oceans and seas surrounding the UK. • Name and locate the four countries and capital cities of the UK. • Know that a capital city is an important city where a country's government is based. • Locate the city, town or village where they live and identify its location in relation to the UK's capital city. • Recognise some human and physical characteristics of the four UK capital cities.	Develop secure locational knowledge of the UK and wider world, using maps and geographical vocabulary to describe where places and features are located and their relationships to one another.
Place knowledge	• Notice similarities and differences between familiar places and environments. • Talk about features of places they know.	• Recognise that people live in different places and that places can be similar or different. • Talk about some similarities and differences between their own environment and places they encounter through stories, photographs and other sources.	• Identify similarities and differences between their local area and a small area of a contrasting non-European country. • Describe some features of their local area and the contrasting place. • Recognise that people in different places may have different experiences and ways of living.	• Describe similarities and differences between their local area and a small area of a contrasting non-European country. • Begin to explain why places may be similar or different. • Compare physical features of places with different climates, including hot and cold environments. • Recognise that the characteristics of a place are influenced by both physical and human features.	Compare and explain similarities and differences between places, considering how their physical and human features influence people's lives and environments.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Human and Physical Geography	• Notice and talk about features of the natural and built environment. • Explore how weather and the natural environment change through everyday experiences. • Begin to notice differences between natural features and things made by people. •	• Talk about some features of the natural and built environment. • Notice and describe changes in weather and the natural environment. • Recognise that some features occur naturally and others are created by people. • Begin to recognise that places can have different physical and human features.	• Observe and describe daily weather patterns in their locality. • Describe how weather changes across the four seasons. • Use the terms weather and season confidently. • Recognise and describe some physical features in their locality. • Recognise and describe some human features in their locality. • Know that weather describes the conditions outside at a particular time. • Understand that weather can vary between different parts of the UK. • Know that weather can be observed, measured and recorded. • Understand that physical features are natural features of the Earth's surface. • Understand that human features are created or built by people.	• Locate some hot and cold areas of the world in relation to the Equator, North Pole and South Pole. • Know that the Equator is an imaginary line around the middle of the Earth. • Know that the North and South Poles are the northernmost and southernmost points of the Earth. • Recognise that different parts of the world experience different climates and weather conditions. • Describe key physical features of the UK and the coast using appropriate geographical vocabulary. • Describe key human features of the UK and a coastal town using appropriate geographical vocabulary. • Describe and distinguish between a city, town and village. • Recognise that physical and human features can change over time. • Know that a sea is a smaller body of water than an ocean.	Describe and explain how physical and human features, weather and environments vary between places and change over time, using appropriate geographical vocabulary.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Geographical skills and fieldwork	• Explore and talk about familiar places and routes. • Begin to use simple positional language to describe where things are. • Explore simple maps, drawings and representations of familiar places. •	• Describe simple routes and locations using positional and directional language. • Use simple maps and drawings to represent familiar places and routes. • Explore the school and local environment, noticing and talking about geographical features. • Ask and answer simple questions about places and features they observe. •	• Use simple maps, globes and atlases to locate familiar places and features. • Locate the UK and its four countries using maps and atlases. • Locate some continents and oceans using world maps and globes. • Use simple positional and directional language to describe locations and routes. • Begin to use the four compass points to describe location. • Follow simple routes using maps and directional instructions. • Recognise familiar human and physical features in aerial photographs. • Draw simple maps using pictures, colours and symbols. • Draw a simple sketch map of the school and local area, using labels and symbols. • Use simple maps and plans to navigate familiar places. • Observe and ask questions about features of the school and local area during fieldwork. • Record observations about places using simple drawings, maps and other recording methods.	• Use maps, globes and atlases to locate continents, oceans, countries and capital cities. • Use the four compass points and appropriate locational language to describe places and routes. • Follow and describe routes using maps. • Recognise human and physical features from aerial photographs and simple plans. • Draw simple maps using agreed symbols and create a basic key. • Use simple scale when representing familiar places. • Use maps and photographs to investigate geographical features. • Carry out simple fieldwork in the school and local area. • Ask and answer geographical questions using observations and information collected during fieldwork. • Collect and record simple geographical data, including through surveys and tally charts. • Present data using simple tally charts and pictograms. • Identify patterns and describe what simple data shows. • Recognise that different sources and methods can be used to investigate a geographical question.	Use maps, fieldwork, simple data and geographical vocabulary to investigate places, collect and communicate information, and describe patterns and relationships.

Vocabulary Progression in Geography

Key vocabulary is revisited and consolidated across year groups, with new vocabulary introduced progressively as pupils' knowledge and understanding develops. Repetition of key terms is intentional and supports secure understanding and confident use of vocabulary.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Locational Knowledge	here, there, near, far, place, home	here, there, near, far, place, map, country	place, continent, country, Europe, England, Scotland, Wales, Northern Ireland, United Kingdom (UK), Asia, China, Shanghai	Africa, North America, South America, Antarctica, Oceania, Equator, North Pole, South Pole, Kenya, Atlantic Ocean, Indian Ocean, Southern Ocean, Pacific Ocean, Arctic Ocean, London, Edinburgh, Cardiff, Belfast, Ben Nevis, Lake Windermere, Mount Snowdon, capital city, Weymouth, Jurassic Coast, Pembrokeshire, Orkney Islands, Giant's Causeway, Flamborough Head, North Sea, English Channel, Irish Sea	Use and apply an increasingly broad range of geographical vocabulary to describe and explain places, their human and physical features, and geographical patterns, using appropriate locational, mapping and fieldwork terminology.
Human Geography	building, road, house	building, road, house, town	village, town, city, port, harbour, skyscraper, metro, transport	urban, rural, aquarium, tourist	
Physical Geography	land, water, tree, weather	land, water, river, weather, season	land, lake, river, ocean, sea, weather, season, climate, desert	pack ice, ice sheet, arid, savannah, vegetation, grasslands, rainforest, polar, mild, temperate, habitat, arch, bay, coast, mudflat, pier, cliff, coastline, island, sand dunes, stack	
Geographical	near, far, left, right, direction	near, far, left, right, direction, location	aerial view, aerial photograph, distance, location, locate, near, far, left, right, north, east, south, west, features, direction, physical feature, human feature, similar, different	landmark	
Mapping	map	map, globe, symbol	map, globe, atlas, symbol, key	sketch map, scale, OS map	
Fieldwork	look, find, ask	question, measure	survey, questionnaire, compass, rain gauge, thermometer, temperature, weather vane	sample, tally chart, pictogram, bar chart, data collection	