



**Geography Progression at Intake Farm Primary and Nursery**  
**EYFS and Key Stage 1**

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>End of Key Stage Expectations</b>
Locational knowledge	<p>As a geographer</p> <p>I can name the town and country that I live in. (Dev Matters 3 – 4 yo)</p> <p>I can use different sources of media to talk about different countries. (Dev Matters 3 – 4 yo)</p>	<p>As a geographer:</p> <p>I can draw information from a simple map. (Dev Matters – reception)</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. (Dev Matters ELG)</p>	<p>As a geographer:</p> <p>I can name and locate the four countries making up the British Isles, with their capital cities.</p> <p>I can name the surrounding seas of the United Kingdom.</p> <p>I can talk about the main features of each of the four countries that make up the United Kingdom.</p>	<p>As a geographer:</p> <p>I can name and locate the world seven continents and five oceans.</p>	<p>I can name and locate the world’s seven continents and five oceans</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
Place knowledge	<p>As a geographer:</p> <p>I can talk the objects I can see in my environment. (Dev Matters 3 – 4 yo)</p> <p>I can discuss routes and locations. (Dev Matters 3-4 yo)</p>	<p>As a geographer:</p> <p>I can recognise some similarities and differences between life in this country and life in other countries. (Dev Matters – reception)</p> <p>I can recognise some environments that are different to the one in which they live. (Dev Matters – reception)</p> <p>I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Dev Matters ELG)</p>	<p>As a geographer:</p> <p>I can recognise key locations within a small area of the United Kingdom.</p>	<p>As a geographer:</p> <p>I can understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>

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Human and Physical Geography	<p>As a geographer:</p> <p>I can begin to understand the need to respect and care for all things in our natural environment. (Dev Matters 3-4 yo)</p>	<p>As a geographer:</p> <p>I can understand the effect of changing seasons on the natural world around them. (Dev Matters – reception)</p> <p>I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Dev Matters ELG)</p>	<p>As a geographer:</p> <p>I can name human and physical features in a small area in the United Kingdom. I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can identify hot and cold areas of the world.</p>	<p>As a geographer:</p> <p>I can identify the location hot and cold areas in the world in relation to the Equator and North and South poles.</p>	<p>I can 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>I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>I can use key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

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Geographical skills and fieldwork	<p>As a geographer:</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (Dev Matters 3-4 yo)</p> <p>I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (Dev Matters 3-4 yo)</p> <p>I can use positional language. (Dev Matters 3-4 yo)</p>	<p>As a geographer:</p> <p>I can explore the natural world around them. (Dev Matters – reception)</p> <p>I can describe what they see, hear and feel whilst outside. (Dev Matters – reception)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (Dev Matters ELG)</p>	<p>As a geographer:</p> <p>I can use world maps, atlases and globes.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</p> <p>I can use basic compass directions.</p>	<p>As a geographer:</p> <p>I can 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.</p>	<p>I can 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</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>
Vocabulary	map, world, country, England, Mansfield, Ladybrook, town, park, shop, house, school, seaside, sea, route, in front, behind, next to, in-between weather	North, East, South, West, sea, ocean, season, weather, town, house, shop, forest, mountain, soil, atlas, globe, map, hill, factory, farm, office directional language e.g. near and far; left and right	beach, cliff, coast, sea, ocean, harbour, mountain, river, valley, vegetation, city, village, port, town, continent directional language e.g. near and far; left and right	map, world, country, England, Mansfield, Ladybrook, town, park, shop, house, school, seaside, sea, route, in front, behind, next to, in-between weather, North, East, South, West, ocean, season, weather, forest, mountain, soil, atlas, globe, hill, factory, farm, office directional language e.g. near and far; left and right beach, cliff, coast, harbour, river, valley, vegetation, city, village, port, continent	

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Geography Progression at Intake Farm Primary and Nursery  
Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locational knowledge</p>	<p>As a geographer:</p> <p>I can locate the world's countries using maps to focus on Europe and South America.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>I can name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics</p>	<p>I can 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</p>	<p>I can name countries and cities of the United Kingdom. I can 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.</p> <p>I can 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.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. I can name the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>I can name countries and cities of the United Kingdom. I can 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.</p> <p>I can 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.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. I can name the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>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</p> <p>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)</p>
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Place knowledge	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region South America	I can 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 within North America.	I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America.	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 within North or South America
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p>	<p>I can describe the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p>I can describe key aspects of 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>	<p>I can describe the key aspects of physical geography including: volcanoes and water cycle</p> <p>I can describe key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy and minerals</p>	<p>I can describe and understand key aspects of: physical geography, including: climate zones.</p> <p>I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity and trade links.</p>	<p>I can describe and understand key aspects of: physical geography, including: volcanoes and earthquakes, biome, vegetation belts.</p> <p>I can describe and understand key aspects of: human geography, including: types of settlement and land use, and trade links and the distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of: <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>I can use the eight points of a compass, four and six-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</p> <p>I can 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.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can use the eight points of a compass, four and six-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</p> <p>I can 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.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can use the eight points of a compass, four and six-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</p> <p>I can 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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-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</p> <p>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.</p>
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Vocabulary	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere human and physical geography, climate zones, biomes and vegetation belts, rivers, settlements, economic, energy, minerals	region, county, city, rural, urban, human and physical geography, volcanoes, water cycle, energy, minerals, mining, economic, economy, grid reference, Ordnance survey map, north, east, west, south, north-east, north-west, south-east and south-west.	region, country, city, human and physical geography, economic, economy, trade links, distribution, Ordnance survey map, food and minerals, graphs, fieldwork, Prime/Greenwich Meridian and time zones,	region, country, city, human and physical geography, economic, economy, volcanoes, earthquakes, distribution Prime/Greenwich Meridian and time zones, topographical	
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