



The T-RF Geography Progression



	EYFS F1	EYFS F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge KS1 - specific location may depend on cycle	<p>Talk about where they live. Know they go to Trent Vale Nursery</p> <p>Know that different places can be visited and that they have visited some of these.</p> <p>Know that there are different places in the world through listening to stories.</p>	<p>Talk about where they live and know they go to Trent Vale School in Beeston.</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>Use a map of the UK to name and locate the 4 countries of the UK.</p> <p>Use a map of the UK to locate the capital cities.</p> <p>Use a world map and a globe to name and locate the continents 'Europe' and 'Africa' and the relevant oceans.</p>	<p>Use a map of the UK to name and locate the surrounding seas of the UK.</p> <p>Identify the characteristics of each country within the UK</p> <p>Use a world map and globe to name and locate the world's seven continents and oceans.</p>	<p>Use maps of Europe to locate and label countries.</p> <p>Use maps to locate and label countries of South America.</p> <p>Use maps to locate, pinpoint and label major cities of South America.</p> <p>Name and locate 4 counties and 4 capital cities of the UK</p> <p>Name 2 geographical regions and identify their physical and human characteristics, key topographical features and land use patterns</p> <p>Identify the location of a country in relation to its surroundings</p> <p>Identify the position of the equator, Arctic/Antarctic circle.</p>	<p>Use maps and atlases to locate and label countries of Europe</p> <p>Use maps and atlases to locate and label countries of South America.</p> <p>Pinpoint and label major cities of South America.</p> <p>Name and locate a wider range of counties and cities of the UK</p> <p>Name 4 geographical regions, identify their physical and human characteristics, key topographical features and land use patterns</p> <p>Identify the location of a country in relation to its surroundings</p> <p>Identify the position and significance of the equator, Northern/ Southern hemisphere, Arctic/Antarctic circle.</p>	<p>Use maps, atlases and diagrams to locate and label countries within the continents of: Europe, Africa, North America, Asia</p> <p>Name and locate further counties and cities of the UK (linked to history studies) and describe their location</p> <p>Name geographical regions and identifying their physical and human characteristics, key topographical features and land use patterns; and name some changes that have occurred over time.</p> <p>Identify the location of a country in relation to its surroundings</p> <p>Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian</p>	<p>Use a range of sources (maps, atlases, diagrams, globes, photographs, ICT sources) to locate and label countries around the world: Europe, Africa, North America, Asia</p> <p>Make comparisons based on location.</p> <p>Name and locate further counties and cities of the UK and describe their location in relation to each other</p> <p>Name geographical regions and identify their physical and human characteristics, key topographical features and land use patterns; and describe some changes that have occurred over time.</p> <p>Identify the location of a countries of the world in relation to their environmental regions, key physical and human characteristics, and major cities.</p> <p>Describe the location of countries using latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>

Place Knowledge KS1- specific location may depend on cycle	<p>Talk about their homes and families</p> <p>Identify the main features of their own immediate environment</p> <p>Know that not everywhere is the same as where they live.</p> <p>Be able to find their way around the nursery and school., showing an awareness of where things belong and the people within school.</p>	<p>Identify the main features of their own immediate environment and recognise some environments that are different to the one in which they live.</p> <p>Be able to talk about their journey to school.</p> <p>Recognise 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>Identify the human and physical features of an area of the UK.</p> <p>Identify the human and physical features of a non-European country.</p> <p>Compare the geographical similarities and differences of two contrasting places.</p>	<p>Use geographical vocabulary to Identify the human and physical features of an area of the UK.</p> <p>Use geographical vocabulary to identify the human and physical features of a non-European country.</p> <p>Give reasons for the similarities and differences between two geographical areas.</p>	<p>Describe physical and human features of a region of the UK; a region of a European and a region of a non-European country.</p>	<p>Compare physical and human features of a region of the UK with regions of a different European and non-European country.</p>	<p>Identify similarities and differences between the human and physical features of: the UK a European country a non-European country</p>	<p>Identify similarities and differences, giving reasons for these, between the human and physical features of: the UK a European country a non-European country</p>
Human and Physical Geography	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Be able to name some features of the local environment School, home, park</p>	<p>Name some features of the local environment School, home, road park</p> <p>Make observations of the local environment</p> <p>Know that there are different types of weather and that this</p>	<p>Identify daily weather patterns in UK.</p> <p>Identify seasonal weather patterns in UK</p> <p>Use a world map and globe to locate hot and cold areas of the world in relation to the equator.</p>	<p>Identify, measure and record the daily weather patterns in the UK.</p> <p>Use the findings to identify seasonal weather patterns.</p> <p>Locate hot and cold areas of the world in relation to the equator and the North and South poles.</p>	<p>Understand and label key aspects of physical geography including: climate zones, rainforests, mountains, water cycle, oceans</p> <p>Understand, name and describe in basic terms key aspects of human geography including: types of settlements and land use, environmental impacts</p>	<p>Understand and describe key aspects of physical geography including: climate zones, rainforests, mountains, water cycle, oceans</p> <p>Understand, name and describe in detail key aspects of: human geography including: types of settlements and land use, Environmental impacts</p>	<p>Understand, describe and sort regions of the world according to key aspects of their physical geography including: climate zones, biomes/vegetation belts volcanoes, oceans</p> <p>Understand, describe in detail and sort regions of the world according to key aspects of their human geography including: types of settlements and land use</p>	<p>Compare regions of the world according to aspects of their physical geography including: climate zones, biomes/vegetation belts volcanoes, oceans</p> <p>Compare regions of the world according to aspects of their human geography including: types of settlements and land use,</p>

<p>Geographical Skills -Maps and Fieldwork.</p> <ul style="list-style-type: none"> ● Drawing and Making Maps ● Representation on Maps ● Using Maps ● Collecting Data ● Reflecting and Evaluating 	<p>Know that they need to wear different clothes to suit the weather.</p>	<p>affects what they can do.</p> <p>Know that the natural world around them changes</p> <p>Talk about how their community and traditions are different to others around the world</p>	<p>Identify what a human feature is.</p> <p>Identify what a physical feature is.</p> <p>use the terms human and physical to refer to geographical features.</p>	<p>Apply their knowledge of human and physical features to sort a range of geographical features.</p> <p>Justify their reasons for their sorting using geographical language.</p>			<p>economic activity including trade links</p> <p>the distribution of natural resources including energy, food, minerals and water</p> <p>environmental impacts</p>	<p>economic activity including trade links,</p> <p>the distribution of natural resources including energy, food, minerals and water,</p> <p>environmental impacts</p>
	<p>Talk about what they see, using a wide vocabulary.</p>	<p>Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>use maps and globes to locate places they know.</p> <p>Use locational and directional language (near and far, left and right) to describe the location of features on maps and floor mats.</p> <p>Create a basic map showing familiar features.</p> <p>Use own symbols on a basic map.</p> <p>Use a simple picture map to move around the school grounds.</p> <p>Use google earth to identify human and</p>	<p>use maps and globes to locate places they know. Use simple compass directions (NSEW) and locational and directional language (near and far, left and right) to describe the location of features on a map.</p> <p>create a map of a real place including appropriate symbols to represent features.</p> <p>Use class agreed symbols and begin to understand the need for a key.</p> <p>Follow a short route on a small-scale map.</p> <p>Use aerial photographs to recognise</p>	<p>Use maps and atlases to locate and describe features of countries studied</p> <p>Use the four points of the compass to build their knowledge of the UK and the wider world.</p> <p>Draw or make a map of a real location that includes a range of human and physical features.</p> <p>Use atlas symbols to locate features and to draw accurate maps and plans.</p> <p>Follow a named route on a small-scale map with increasing accuracy.</p> <p>Data is collected individually and in small groups, using a method suggested by the teacher.</p>	<p>Use maps, atlases, globes and photographs to locate and describe features of countries studied</p> <p>Use the eight-point compass</p> <p>Draw or make a map based on a fieldwork sketch or a photograph using basic symbols and a key.</p> <p>Use basic standard symbols and a key.</p> <p>Follow a named route on a large-scale map.</p> <p>Data is collected using a method suggested by the learner, from a choice given by the teacher</p> <p>Explain their findings</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate and describe features of countries studied</p> <p>Use four figure grid references to build knowledge of the UK and the world</p> <p>Draw or make a map with positioning of key features, located accurately in relation to one another and use OS symbols.</p> <p>Recognise and name 10 basic symbols on an OS map.</p> <p>Follow a route for orienteering, using a given map</p> <p>Data is collected using an appropriate method, selected by individuals or a group</p> <p>Present their findings with consideration of what they could do next time</p>	<p>Use a full range of sources to locate and describe features of countries studied. Make choices about the best sources for different purposes</p> <p>Use six figure grid references to navigate around a map</p> <p>Draw or make a map that shows appropriate distance between places or features using key mapwork features</p> <p>Recognise, name and use a range of symbols on an OS map</p> <p>Plan and follow a route for orienteering, using an appropriate choice of map</p> <p>Data is collected, using a range of methods, some with standardised measure.</p> <p>Present their findings with consideration of what they could do next</p>

			<p>physical features in their local area.</p> <p>Find from a list the human and physical features of the school and its surrounding areas.</p>	<p>landmarks and basic human and physical features.</p> <p>Observe the human and physical features of the school and its surrounding areas.</p>	<p>Give a conclusion from their findings with a question they would like to find out next time.</p>			<p>time and whether their evidence and method of collection was reliable.</p>
Vocabulary	<p>Home, school, park field Playground Road</p>	<p>Home, school, walking, paths, map</p> <p>City, town, countryside, seaside, forest woodland, mountain, river, sea, sand. trees, fields.</p>	<p>Country (UK, England, Scotland, Northern Ireland, Wales)</p> <p>Continents (Africa, South America and Europe)</p> <p>Human features</p> <p>Village</p> <p>Town</p> <p>countryside</p> <p>City (Nottingham)</p> <p>Shop</p> <p>Office</p> <p>House</p> <p>church</p> <p>Farm</p> <p>lighthouse</p> <p>Physical features</p> <p>Weather</p> <p>Beach</p> <p>Forest</p> <p>Hill</p> <p>Soil</p> <p>River</p> <p>Seasons</p>	<p>Continents (all 7 continents)</p> <p>Oceans (5)</p> <p>English Channel</p> <p>North Sea</p> <p>Irish Sea</p> <p>Human features</p> <p>Physical features</p> <p>Capital city</p> <p>London, Cardiff, Edinburgh, Belfast</p> <p>Beach</p> <p>Cliff</p> <p>Coast</p> <p>Sea</p> <p>Ocean</p> <p>River</p> <p>Vegetation</p> <p>Port</p> <p>Harbour</p> <p>Forest</p> <p>Hill</p> <p>museum</p> <p>Factory, fire station</p> <p>Weather, seasons, climate, temperature, poles, polar regions, North Pole, South Pole, equator,</p>	<p>Rivers, (relating to settlement, transport, trade, human features and comparison of River Nile and Trent)</p> <p>volcanoes,</p> <p>Earthquakes</p> <p>mountain</p> <p>Arctic circle</p> <p>Arctic</p> <p>Antarctica</p> <p>Glacier</p> <p>iceberg</p> <p>Northern/southern hemisphere</p> <p>equator</p> <p>Global warming</p> <p>Ozone layer</p> <p>Drought</p> <p>heatwave</p> <p>flood</p> <p>atmosphere</p> <p>climate zones</p> <p>sea level</p> <p>sea temperature</p> <p>temperate</p> <p>Desert.</p> <p>Erosion</p> <p>Egypt</p> <p>Nile</p> <p>trade</p> <p>irrigation</p> <p>agriculture</p> <p>forest, woodland</p> <p>settlement</p> <p>urban</p>	<p>Rivers (to include physical features and relating to the Water cycle, and its role in tourism in Nottingham)</p> <p>e.g. mouth of river, source, tributary.</p> <p>Water cycle – precipitation, evaporation, condensation.</p> <p>Equator</p> <p>Climate zones</p> <p>Biome</p> <p>Vegetation belt</p> <p>Trade links</p> <p>Natural resources</p> <p>Grid reference</p> <p>castle</p> <p>Fair trade</p> <p>Import/ export</p> <p>Tropical</p> <p>Humid</p> <p>Bio diversity</p> <p>Rainforest features</p> <p>biome</p> <p>deforestation</p> <p>Energy sources</p> <p>Sustainable sources</p> <p>Fossil fuel</p> <p>renewable energy</p> <p>immigration</p> <p>emigration</p> <p>refugee</p> <p>migrant</p> <p>community</p>	<p>Latitude</p> <p>Longitude</p> <p>Emigration</p> <p>Immigration</p> <p>Time zones</p> <p>Settlement (city, county, rural)</p> <p>Pollution</p> <p>Currents</p> <p>impact</p> <p>Sustainability</p> <p>Decomposition</p> <p>Bio-degradable</p> <p>Plantation</p> <p>Jamaica</p> <p>Cities- Belfast, Southampton, Liverpool, New York</p> <p>Transatlantic</p> <p>Slavery trade</p> <p>India</p> <p>Suez Canal</p> <p>Greece</p> <p>Economy, employment, unemployment, Poverty, wealth</p> <p>Rivers and urban areas – e. g. demarcation of residential areas</p> <p>county</p> <p>Longitude, latitude,</p>	<p>Globalisation</p> <p>Crime, crime rate, prison, open prison</p> <p>Council house, community centre</p> <p>Bus depot, court, Rehabilitation,</p> <p>Civilisation</p> <p>Culture</p> <p>Hierarchy</p> <p>South America</p> <p>Scale</p> <p>statistics</p>

					rural population migration Scandinavia	tourism Jamaica, Poland, Siberia hurricane		
--	--	--	--	--	---	--	--	--