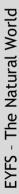


Subject Progression for Geography											
	End of Nursery	End of Autumn Term	End of Spring Term	End of Reception	Early Learning Goal						
	Children should be able to:										
EYFS - People Culture and Communities	<ul> <li>Show interest in the lives of people who are familiar to them;</li> <li>Starting to show an interest in different occupations and ways of life.</li> </ul>	<ul> <li>Show increased interest in the lives of people who are familiar to them;</li> <li>Talk about people that are helpful to them both, from within their family and from outside their family.</li> </ul>	<ul> <li>Draw information from a simple map;</li> <li>Recognise some similarities and differences between life in this country and life in other countries;</li> <li>Start to show an interest in different occupations and ways of life;</li> <li>Talk about members of their immediate family and community;</li> <li>Name and describe people who are familiar to them.</li> </ul>	<ul> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>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.</li> </ul>	<ul> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>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.</li> </ul>						





- Ask questions about aspects of their familiar world such as the place where they live or the natural world;
- Talk about some of the things they have observed such as plants, animals, natural and found objects;
- Talk about why things happen and how things work;
- Start to develop an understanding of growth, decay and changes over time;
- Show care and concern for living things and the environment.

- Talk about some of the things they have observed such as plants, animals, natural and found objects;
- Have greater awareness of seasonal change;
- Ask questions about aspects of their familiar world such as the place where they live or the natural world;
- Ask questions about some of the things they have observed such as plants and animals.

- Talk about why things happen and how things work;
- Understand more about growth, decay and changes over time:
- Explore the natural world around them;
- Describe what they see, hear and feel whilst outside;
- Recognise some environments that are different to the one in which they live;
- 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;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Subject Progression for Geography							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Children should be able to							



<ul> <li>create a simple weather</li> </ul>
chart;
<ul> <li>annotate a simple map of</li> </ul>

- annotate a simple map of the UK with some of its key features;
- •look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area:
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience;

make connections

between their investigation of the local area and what they have learned about weather, climate and the UK;

•use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

 use globes and atlases and annotate maps - to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;

- use globes and atlases and annotate maps - to identify the world's hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK:
- •use appropriate
  vocabulary for continents
  and oceans, for hot and
  cold regions and when
  describing and comparing a
  contrasting locality in
  Zambia with their local
  area;
- area;
  •make use of the four main compass points when describing the location of these key locations and regions.

use globes and atlases to identify climate zones and consider their impact on different areas studied;
use globes, atlases and maps to identify the main human and physical features of the areas studied;

 interpret maps and aerial views of the location being studied discussing and asking questions about their main features, and comparing these with places previously studied; use appropriate vocabulary when describing the locations being studied and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

 interpret and explain key information on physical processes;

- evaluate a range of human protective measures;
- use globes, atlases and maps to locate the world's key physical features;
- interpret a range of maps and aerial views of the locations studied and apply this information to their understanding of them;
- use appropriate
   vocabulary when describing
   the areas studied including
   their physical and human
   processes and features.

 interpret a range of maps and aerial views the areas studied and apply this information to their understanding of it (e.g. when arguing the case for or against human processes);

- look critically at a topical issues in the regions studied, raising questions about them, considering the reliability of sources and exploring and evaluating a range of viewpoints;
   use globes and atlases to
- identify the location of the areas studied;
  •use and apply appropriate vocabulary when describing the location and distinctive features of the areas studied.

 interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
 use maps and supporting

information to route-plan a

- tourist trip around the capital cities of the UK;
  •use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
  •use and annotate Ordnance Survey maps,
- change in the local region;
  •use appropriate
  vocabulary when describing
  key information about the
  UK and the local region to
  external audiences.

including the use of grid

references, in order to

present arguments about