



Subject Progression for Geography

	End of Nursery	End of Autumn Term	End of Spring Term	End of Reception	Early Learning Goal
EYFS - People Culture and Communities	Children should be able to:				
	<ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them; Starting to show an interest in different occupations and ways of life. 	<ul style="list-style-type: none"> Show increased interest in the lives of people who are familiar to them; Talk about people that are helpful to them both, from within their family and from outside their family. 	<ul style="list-style-type: none"> Draw information from a simple map; Recognise some similarities and differences between life in this country and life in other countries; Start to show an interest in different occupations and ways of life; Talk about members of their immediate family and community; Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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.



EYFS - The Natural World	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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Subject Progression for Geography						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children should be able to						



Skills	<ul style="list-style-type: none"> •create a simple weather chart; •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. 	<ul style="list-style-type: none"> •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; •make use of the four main compass points when describing the location of these key locations and regions. 	<ul style="list-style-type: none"> •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). 	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •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, including the use of grid references, in order to present arguments about change in the local region; •use appropriate vocabulary when describing key information about the UK and the local region to external audiences.
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