Progression ladder Geography English Martyrs

	EYFS
Early years foundation stage (EYFS) statutory framework	**Understanding the World (UW)** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting (church) parks, libraries and museums to meeting important members of society such as (priests) police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
EYFS Early learning goals (ELGs)	**Understanding the World** ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. ELG: The Natural World Children at the expected level of development will: - 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.

Progression ladder Geography English Martyrs

	KS1	Lower KS2	Upper KS2
National Curriculum Geographical skills and fieldwork	• 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 • 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 • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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.	

Key Stage 1

Progression ladder Geography English Martyrs

	Early Years	Year 1 Focus on United Kingdom	Year 2 Focus on United Kingdom, **Polar regions** and **non-European country**
Locational knowledge	Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Recognise some similarities and differences between different places and communities in this country, drawing on my experiences and what has been read in class Talk about how there are different countries in the world Talk about the differences I have experienced or seen in photos 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	Name and locate the four countries making up the British Isles, with their capital cities? Talk about the main features of each of the four countries that make up the United Kingdom?	Name the surrounding seas of the United Kingdom Locate and name the 7 continents on a World Map Locate and and label the 5 oceans? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate **Mexico** on a map
Place knowledge		Talk about people and places within my local environment Talk about people and places beyond my local environment Identify the key features of a location in UK in order to say whether it is a city, town or village, coastal or rural area Recognise similarities and differences between Worthing and Arundel in the UK.	Compare a local place in England with a contrasting place in a different country? (**Mexico)** Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area Explain how a place has changed over time
Human and Physical Geography		Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality E.g. Compare and contrast a farm with the seaside.	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences
		<u>Physical geography</u>	**<u>Physical geography</u>**
		Identify land use around the school Know and accurately use the following terms to describe physical geography: beach, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, weather,	Explore famous physical landmarks in the UK
		<u>Human geography</u>	**<u>Human geography</u>**

Progression ladder Geography English Martyrs

		Know and accurately use the following terms to describe human geography: city, town, village, factory, farm, house, office, port, harbour and shop. Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times outside our school)	Begin to look at tourism and trade Explore famous landmarks in the UK Describe how a human process has changed an aspect of an environment? Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons why the flow changes at different times.)
		<u>Weather, climate and physical events</u>	**<u>Weather, climate and physical events</u>**
		Name the 4 seasons and different types of weather	Identify seasonal and daily weather patterns in the United Kingdom Identify hot and cold areas of the world in relation to the Equator and the North and south poles. Explain how the weather affects these Describe how a physical process has changed an aspect of an environment
Geographical skills and fieldwork		**Directions**	**Directions**
		Use directional language to describe the location of features and routes on a map- Near, far, left and right Know simple compass directions (North, South, East, West)	<u>Revise</u> directional language to describe the location of features and routes on a map- Near, far, left and right Use simple compass directions (North, South, East, West)
		Field work	**<u>Field work</u>**
		Use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area Look at reasons for sunny and shaded places around school.	Use fieldwork to observe, measure and record human and physical features in the local area
		Map skills	**Map skills**

Progression ladder Geography English Martyrs

		Use maps, atlases, globes and Google Earth to locate countries and cities Follow maps around the school and local area- Post Box Use a map to identify places in the UK Use aerial images to recognise landmarks and basic physical features? Use a simple key to recognise physical and human features on a map Create a simple map of my local environment	Use maps, atlases, globes and Google Earth to locate countries and cities studied. Use aerial images and plan perspectives to recognise landmarks and basic physical geography Device a simple map and construct basic symbols in a key Use simple grid reference (A1, B1)

Key Stage 2

	Year 3 With a focus on United Kingdom and the wider world **(Earliest civilisations)**	**Year 4** With a focus on United Kingdom and a **European country (Italy, Greece)**	**Year 5** With a focus on United Kingdom Kingdom and South America **(Brazil)**	**Year 6** With a focus on Central and **North America**

Progression ladder Geography English Martyrs

Locational knowledge	**As a geographer:** Revise on world map: • Continents • UK 4 countries and characteristics • UK capital cities • Seas surrounding the UK • 5 oceans Counties and cities of the UK Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns Explain how some of these aspects have changed over time Name and locate some countries of Europe **or** the wider world Share my own views about locations	**Recap year 3** • Locate counties and cities in UK • Name and locate countries of Europe • Locate the location of Russia in comparison to other countries Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns Explain how some of these aspects have changed over time Share own views about locations	**Recap year 4** • Locate some countries and cities in the world and environmental regions • Name and locate countries of **South America** Identify the position and significance of: • Longitude and latitude • Equator • Northern and Southern Hemisphere • Arctic and Antarctic circle • Tropics of Cancer and Capricorn • The prime/ Greenwich Meridian and times zones (including day and night) **Locate temperate, tropical and subtropical geographical zones** Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time	• Locate some countries and cities in the world and environmental regions • Name and locate countries of **North America** Identify the position and significance of: • Longitude and latitude • Equator • Northern and Southern Hemisphere • Arctic and Antarctic circle • The prime/ Greenwich Meridian and times zones (including day and night) Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
Place knowledge	Compare geographical regions and their identifying human and physical characteristics Identify the main physical and human characteristics of the United Kingdom Describe geographical similarities and differences between a region in the United Kingdom and one in the wider world	Compare geographical regions and their identifying human and physical characteristics Explain how some of these aspects have changed over time Identify the main physical and human characteristics of the countries of Europe Describe geographical similarities and differences between countries	Understand some of the reasons for geographical similarities and differences between countries. Explain how locations around the world are changing and explain some of the reasons for change. Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones. Begin to understand and explain geographical diversity across the world	Describe and explain a range of reasons for geographical similarities and differences between countries Explain how locations around the world are changing and explain some of the reasons for change Describe geographical diversity across the world

Progression ladder Geography English Martyrs

Human and Physical Geography	Ask and answer geographical questions about the physical and human characteristics of a location	Ask and answer geographical questions about the physical and human characteristics of a location?	Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations Begin to understand and explain how countries and geographical regions are interconnected and interdependent Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.	Collect and analyse statistics and other information in order to draw clear conclusions about locations Explain how countries and geographical regions are interconnected and interdependent Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time
	Physical Geography	**Physical Geography**	**Physical Geography**	**Physical Geography**
	Describe key aspects of physical geography • coasts • rivers • hills • mountainous areas • landscapes • weather and season	describe key aspects and **compare** physical geography in the UK and an area in a European country **(Italy)** • climate zones • Biomes • Rivers • Mountainous areas- **Mount Etna** • volcanoes and earthquakes? **Mount Vesuvius** • the water cycle • weather and season • landscape • habitats and animal species Describe how physical activity has impacted and /or changed the physical characteristics of a place in the world?	Describe **and understand** key aspects of physical geography • climate zones • biomes - **rainforest** • vegetation belts • Rivers **Identify and locate Physical characteristics of South and central America** Describe how human activity has impacted and/ or changed the physical characteristics of a named place	Describe **and understand** key aspects of physical geography • climate zones • biomes • vegetation belts • Rivers • Mountains • Earthquakes • water cycle • Volcanoes • Identify and locate Physical characteristics of North and South America Explain how climate zones, biomes and vegetation belts affect the physical features in the world
	Human geography	**Human geography**	**Human geography**	**Human geography**

Progression ladder Geography English Martyrs

	Describe key aspects and compare human geography in the UK and wider world • **Settlements** • **land use** • population • culture • economy • Supply of food • Trade links	Describe key aspects and compare human geography in the UK and an area in a European country **(Italy/ Greece)** • **Settlements** • **land use** • population • culture • Economy • Supply of food and its trade Can I describe how physical activity has impacted and /or changed the human characteristics of a place in the world?	Describe key aspects and compare human geography in the UK and South America: • Types of settlement • Land use • Economic activity (including trade links) • Distribution of energy, minerals, food and water Describe how human activity has impacted and/ or changed the human characteristics of a place?	Describe key aspects of Human geography including: • Types of settlement • Land use • Economic activity (including trade links) • Distribution of energy, minerals, food and water • Tourism • Energy issues and connections Explain how climate zones, biomes and vegetation belts affect the human features in the world
	Weather, climate and physical events	**Weather, climate and physical events**	**Weather, climate and physical events**	**Weather, climate and physical events**
	Describe key aspects and compare physical geography in the UK and wider world • Weather and climate • Formation of rocks	Describe the processes at work in volcanoes Describe the processes at work during earthquakes Describe the processes at work within the water cycle	Investigate biomes across the world- linking this to physical climate and how it has created the different types of habitats Compare and contrast areas of vegetation and biomes in two different locations Describe how weather and climate effects land use food production	Explain how extreme climates affect the lives of people living there and the human and physical geography Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there
Geographical skills and fieldwork	**Directions**	**Directions**	**Directions**	**Directions**
	Read directions using an 8-point compass Read and write 2 figure grid reference	Read directions using an 8-point compass Read and write 4 figure grid references and use symbols and keys	Read directions using an 8-point compass Read and write 6 figure grid references and use symbols and keys Use Ordnance Survey maps to **build** knowledge of the United Kingdom and the wider world	Read directions using 8-point compass Read and write 6 figure grid references, symbols and keys Use Ordnance Survey maps to **build** knowledge of the United Kingdom and the wider world
	Fieldwork	**Fieldwork**	**Fieldwork**	**Fieldwork**
	Find a location in West Sussex- sketch maps, plans, graphs or take photographs of the area and label the physical and human features. Example: Chichester harbour	Understand the habits of the local community by conducting questionnaires Present findings and identify trends Create Sketch maps, plans, graphs and take photographs as part of fieldwork, for example, Pollution in local area	Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from local area**.** Record the results in different ways	**Carry out a traffic survey to explore sustainable transport and global traffic issues** Use fieldwork to observe, measure and record and present results in a range of ways Use different types of field work (random and systematic)
	Map skills	**Map skills**	**Map skills**	**Map skills**

Progression ladder Geography English Martyrs

	Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Create maps of locations identifying some features using a key Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world? Use a **physical map** of the UK to locate main river and mountains Use maps to identify how rivers change the land over time.	Use maps, atlases and **digital/computer** mapping to locate countries and describe features? (recap year 3) Use historical maps to identify how towns and cities have changed their land use over time (Digi maps) Create maps of locations identifying some features using a key	Use maps, atlases and **digital/computer** mapping to locate countries and describe features (recapping year 4) Use a few geographical resources to give descriptions and opinions of the characteristics of a location Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map) Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land	Use maps, atlases and **digital/computer** mapping to locate countries and describe features (recap year 5) Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps- as in London's tube) Create maps of locations identifying patterns such as: land use, climate zones, population densities and height of land.

Progression ladder Geography English Martyrs

Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop The four countries and capital cities of the United Kingdom	The four countries and capital cities of the United Kingdom and its surrounding seas. The world's continents and oceans.	Geographical regions of the United Kingdom. Vegetation belt. Grasslands. Tundra. Settlement. Economic. Trade.	European countries. The features of the water cycle. Region. Volcanoes Earthquakes	Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Prime/ Greenwich Meridian and time zones. Climate zones Biomes	The world's countries and major cities, Transport systems Plus, recapping vocabulary from Yr. 3 – 5

Progression ladder Geography English Martyrs

KS 1
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
KS 2
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.