



St Felix Roman Catholic Primary School Geography Progression Map



Geography progression for ST FELIX Curriculum

INTENT

Through our Geography curriculum, we aim to increase our children’s knowledge and curiosity of the wider world, expand geographical vocabulary and promote high aspirations for all.

We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in.

As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills and recognises their starting points. Our aim is that our children go on to apply these skills across all subjects, as well as their futures beyond St Felix.

Progression Journey: Human and Physical Geography

Early Years Statutory Framework

National Curriculum Expectations

EYFS	Key stage 1	Key stage 2
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.	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. 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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.



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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can use the basic geographical vocabulary such as: beach, forest, hill, mountain, river, sea, season and weather.	Can use basic vocabulary to refer to key physical features of the local area and the UK: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.	Can compare and contrast the human and physical features of 2 British localities, including how the use of land differs in each locality.	Can ask and answer geographical questions- What is this place like? What will I see?	Can ask and answer geographical questions about the physical and human characteristics of a location.	Can ask and answer geographical questions about the physical and human characteristics of a location.	Beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations.	Can collect and analyse statistics and other information in order to draw clear conclusions about locations.
Can name the 4 seasons.	Can name the 4 seasons and begin to describe associated weather.	Can identify land use around the school. (beach, coast, forest, hill, mountains, sea, river, weather)	Can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.	Can describe and compare physical geography in the UK and an area in a European country- climate zone, biomes, rivers, mountains, weather and season, landscape, habitats.	Can describe key aspects of physical geography- biomes, rivers, mountainous areas, volcanoes and earthquakes, landscapes, weather and season.	Can 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.	Can 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.
		Can use the vocabulary- city, town, village, house and shop.	Can compare and contrast the human and physical feature of a British locality with a non-European locality, including	Can describe and compare human geography in the UK and an area in a European country- settlements, land use of UK, population, culture,	Can describe and compare human geography in the UK and an area in a European country- settlements, land use, population,	Can describe and understand key aspects of physical geography- climate zones, biomes, vegetation belts,	Can describe and understand key aspects of physical geography- climate zones, biomes, vegetation belts, the water cycle, rivers, mountains,



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			land use differences.	economy, supply of food, trade links.	culture, economy, supply of food and its trade.	the water cycle, rivers.	earthquakes, volcanoes.
		Identify seasonal and daily weather patterns in the UK.	Can use the vocabulary of- (physical) beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather,	Can talk about different types of extreme weather and how this can affect both rural and urban areas.		Can identify and describe how the physical features affect the human activity within a location.	Can identify and locate physical characteristics of North and South America (kinks between physical features and human activity in this location)
			Can use the vocabulary of- (human) city, town, village, factory, farm, harbour.			Can explain (human)- types of settlement, land use, economic activity, distribution of energy, minerals, food and water.	Can explain (human)- types of settlement, land use, economic activity, distribution of energy, tourism, energy issues and connections.
			Can identify landmarks in the UK.				Can identify and locate human characteristics of North and South America.
			Can identify hot and cold areas of the world in relation to the Equator and the North and South poles.				Can talk about Biomes across the world- linking this to physical climate and how it has created different types of habitats.