



# 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: Place Knowledge**

#### **Early Years Statutory Framework**

#### **National Curriculum Expectations**

<b>EYFS</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
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.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.



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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can make simple comparisons between familiar environments (eg home, school, farm)	Can make simple comparisons between their locality and other relevant places in the world (eg where their parents/families come from)	Can recognise similarities and differences between Haverhill and a contrasting place in the UK.	Can compare a local city/town in England with a contrasting city in a different country.	Can compare geographical regions and their identifying human and physical characteristics.	Can compare geographical regions and their identifying human and physical characteristics.	Can understand some of the reasons for geographical similarities and differences between countries.	Can explain and discuss a range of reasons for geographical similarities and differences between countries.
		Can talk about people and places within my local environment.	Can identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.	Can identify the main physical and human characteristics of the countries of Europe.	Can explain how some of these aspects have changed over time.	Can explain how locations around the world are changing and explain some of the reasons for change.	Can explain how locations around the world are changing and explain some of the reasons for change.
		Can talk about people and places beyond my local environment.	Compare and contrast polar regions.	Can describe geographical similarities and differences between a region in the UK and one in a European country.	Can identify the main physical and human characteristics of Europe and some regions of the world.	Is beginning to understand and explain geographical diversity across the world.	Can describe geographical diversity across the world.



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		Can compare and contrast polar regions.		Can describe how the locality of the school has changed over time.	Can describe some of the features of: the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.		
		Can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.			Can describe geographical similarities and differences between countries.		
					Can describe how the locality of the school has changed over time.		