



ABPS Geography Progression EYFS-Y6 2020-21

Stage/ Year group	Location Knowledge	Place knowledge	Human & Physical Geography	Geographical Enquiry, Skills & Fieldwork	Vocabulary	
EYFS	<ul style="list-style-type: none"> Talk about where they live - England, Leeds, Allerton Bywater 	<ul style="list-style-type: none"> Talk about their homes and families Identify the main features of their immediate environment - school, home Find their way around school - showing and awareness of where things belong and the people within the school 	<ul style="list-style-type: none"> Begin naming features of the local environment - school, home, house, road, park Make observations of the local environment and explain why some things occur and talk about change Identify the weather - raining, snowing, cloudy, windy, thundery, sunny etc Looks closely at similarities, differences, patterns & change. 	<ul style="list-style-type: none"> Make basic observations of the local environment Use everyday language to talk about distance and relative positions (behind, next to) in the local environment Make attempts to draw simple features in their familiar environment and imaginary places Identify a map Make attempts at drawing a map of a familiar or imaginary place 	<u>ABPS supplemental:</u> behind, next to animals beach building city countryside desert farm festivals flag forest hill house journey	<u>ABPS supplemental:</u> lake land language local park people place pond river sea seasons shop
40-60 months/ELGs	<ul style="list-style-type: none"> Ask questions about aspects of their familiar world. 	<ul style="list-style-type: none"> Ask questions about aspects of their familiar world. 	<ul style="list-style-type: none"> Use a camera to make simple observations about their world. 	<ul style="list-style-type: none"> Explain why some things occur and talk about changes. Make simple drawings about the world around them. 	<u>ELG:</u> town, village, road, path, house, flat, map, plan, busy, quiet,	<u>ELG:</u> pollution, Earth, England, Leeds, Allerton Bywater



ABPS Geography Progression EYFS-Y6 2020-21

Stage/ Year group	Location Knowledge	Place knowledge	Human & Physical Geography	Geographical Enquiry, Skills & Fieldwork	Vocabulary	
Year 1	<ul style="list-style-type: none"> • Name and locate where we live - Allerton Bywater, Leeds, England • Name and locate the four countries that make up the United Kingdom - England, Scotland, Wales and Northern Ireland • Identify the capital city of England (London) and find this on a map • Compare where Leeds and London are on maps • Understand the term 'continent' • Name the seven continents - Asia, Africa, North and South America, Antarctica, Europe and Australia (Oceania) • Understand the term 'ocean' • Name the five oceans - Pacific, Atlantic, 	<ul style="list-style-type: none"> • Recognise and talk about the key features and places in the local environment - school and home • Explain what makes our local area special - wetlands, LUFC, Castleford Tigers etc. • Describe the jobs people do in our town • Recognise and talk about the people in the local environment • Begin observing and describing the human and physical geography of Leeds • Identify the similarities and differences between a range of places they have visited - e.g 	<ul style="list-style-type: none"> • Use simple geographical vocabulary identify key human and physical features of their school, its grounds and the surrounding environment (e.g school, house, terraced house, bungalow, field, trees, hill, park) • Begin to express views on the features of the local environment • Use simple geographical vocabulary to identify to key human and physical features of different environments and locations identified in topics (e.g castle, moat, hill, river) • Begin to look at how we can look after our environment - litter, recycling, respecting where we live and learn • Identify the seasons and explain how the weather changes with each season • Explain what people might wear at different times of the year • Point out the Equator, 	<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions • Use information books/pictures as sources of information • Make observations about where things are - within school and in the local area • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Use a simple picture map to move around the school; Recognise that it is about a place • Use directional language such as near and far, up and down, left and right, forwards and backwards to describe the location of features and routes on a map • Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map • Draw key features in the local environment • Draw around objects to make a plan • Use picture maps and globes • When looking at maps and globes - learn the names of some places 	<p>Autumn</p> <p>building</p> <p>beach</p> <p>capital city</p> <p>castle</p> <p>church</p> <p>city</p> <p>cloud</p> <p>clothes</p> <p>cliff</p> <p>coast</p> <p>cold</p> <p>compass</p> <p>country</p> <p>countryside</p> <p>desert</p> <p>equator</p> <p>farm</p> <p>forest</p> <p>freezing</p> <p>frosty</p> <p>ground</p> <p>hot</p> <p>island</p> <p>local area</p> <p>map</p> <p>misty</p> <p>month</p> <p>office</p> <p>place</p>	



ABPS Geography Progression EYFS-Y6 2020-21

Indian, Arctic,
Southern

what is different
about town
centres, farms,
the seaside, the
park

North Pole and South Pole
on a globe or map

- Explain the main features
of a hot and cold place

and their locations
within/around the UK. E.g. Home
town, cities, countries e.g.
Wales, France

people
rain
route
season
shop
Leeds



ABPS Geography Progression EYFS-Y6 2020-21

Stage/ Year group	Location Knowledge	Place knowledge	Human & Physical Geography	Geographical Enquiry, Skills & Fieldwork	Vocabulary	
Year 2	<ul style="list-style-type: none"> • Name and locate the countries and capital cities making up the United Kingdom: England -London Scotland - Edinburgh Wales - Cardiff Northern Ireland - Belfast • Name and locate the UK's surrounding water - English Channel, North Sea, Irish Sea, Atlantic Ocean • Name and locate the seven continents - Asia, Africa, North and South America, Antarctica, Europe and Australia (Oceania) • Name and locate the five oceans - Pacific, Atlantic, Indian, Arctic, Southern 	<ul style="list-style-type: none"> • Describe a place outside of Europe using geographical words and make simple comparison (similarities and differences) to where we live • Explain how the lives of children are different in two contrasting localities. 	<ul style="list-style-type: none"> • Use simple geographical vocabulary to identify key human and physical features of the seaside, and a non-European place using words like beach, coast, ocean, pier, cliff, valley, forest, mountain, hill, park, town, church, school, university • Use simple geographical vocabulary to make simple comparisons between the key human and physical features our locality, the seaside, a non-European place • Begin expressing views on the features of different localities- which is their favourite, why? • Explain what makes the seaside special • Describe the jobs people do at the seaside • Do they think people ever spoil the area - how? • Do they think people try to make the area better? How? • Identify the key features 	<ul style="list-style-type: none"> • Encourage children to ask simple geographical questions; Where is it? What's it like? • Use books, stories, maps, pictures/photos and internet as sources of information • Investigate their surroundings • Make appropriate observations about why things happen • Make simple comparisons between features of different places • Follow directions (as yr 1 and include. NSEW) • Draw a map of a real or imaginary place using more detail • Add detail to real places from aerial photographs • Begin to understand the need for a key • Use class agreed symbols to make a simple key • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Locate, sketch and name landmarks on UK maps e.g. Leeds, London, River Thames • Use maps and globes to locate the four countries and 	<ul style="list-style-type: none"> • beach, • coast, • ocean, • pier, • cliff, • valley, • forest, • mountain, • hill, • park, • town, • church, • school, • university • adapt • atlas • beach • cliff • coast • compass • continent • diagram • desert • east • England • Europe • facilities • farm • forest • globe 	



ABPS Geography Progression EYFS-Y6 2020-21

- of the seasons and look at why patterns are starting to become less common due to global warming
- Discuss where in the world is hot and cold in relation to the equator and the North/South Poles

- surrounding seas of the UK and its position in the world
- Use maps and globes to identify continents and oceans
 - Use large scale OS maps
 - Use an infant atlas

- **habitat**
- **harbour**
- **hill**
- **human**
- **island**
- **local area**
- **human-made**
- **maps**
- **mountain**
- **north**
- **oceans**
- **office**
- **people**
- **photograph**
- **physical**
- **population**
- **port**



ABPS Geography Progression EYFS-Y6 2020-21

Stage/ Year group	Location Knowledge	Place knowledge	Human & Physical Geography	Geographical Enquiry, Skills & Fieldwork	Vocabulary	
Year 3	<ul style="list-style-type: none"> • Identify and locate Europe on a map • Use maps to begin naming and locating some well-known European countries • Use maps and globes to name and locate the Mediterranean sea, along with some of its countries and cities • Identify key topographical features of a location (hills, mountains, coasts and rivers) and understand how some of these have changed over time • Begin to identify the terms longitude, latitude, Southern and Northern Hemisphere • Begin to identify the names and 	<ul style="list-style-type: none"> • Study a geographical region in Europe (the Mediterranean) and identify the main human and physical characteristics linked to the area • Study photographs, pictures, maps, weather patterns, temperatures and populations • Begin to make simple comparisons to where we live • Begin to understand how places in the UK have changed over time; identifying some differences between human and physical characteristics 	<ul style="list-style-type: none"> • Begin to understand the terms human and physical geography • Describe the physical features of a locality- i.e hills, mountains, coasts, land patterns • Describe human features in a locality in more detail- i.e types of settlement, land use, trade links between the UK and Europe • Explain why a locality has certain physical and human features - why is it like it is? • Explain why the Mediterranean is a popular holiday destination • Explain how the lives of people living in the Mediterranean would be different from their own • Begin to understand how human and physical features have changed over time • <u>Rivers and Water Cycles</u> • Identify what a water cycle is • Identify the main features 	<ul style="list-style-type: none"> • Begin to ask and initiate geographical questions • Use books, stories, atlases, pictures/photos and internet as sources of information • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Use 4 compass points to follow/give directions • Use letter/no. co-ordinates to locate features on a map • Try to make a map of a short route experienced, with features in correct order • Begin to draw a simple sketch map of a familiar location • Try to make a simple scale drawing. Know why a key is needed • Use ordnance survey standard symbols • Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> • longitude, • latitude, • Southern and Northern Hemisphere • atlases • Canada • capital cities • climate zones • compass • continents • destination • east • European countries • famous volcanoes • human features • index • landscape • land use • Leeds • locality • map index 	



ABPS Geography Progression EYFS-Y6 2020-21

position of countries/regions studied in relation to longitude and latitude, the Equator and the Northern and Southern hemisphere

of water cycles

- Identify what a river is
- Identify the main features of a river
- Explain how water cycle s and rivers work
- Discuss how rivers have been used over time
- Explain why water is such a valuable commodity?
- Study water pollution/plastic pollution in rivers and seas/oceans

- Locate places on larger scale maps e.g. map of Europe
- Use maps and globes to locate the countries and regions studied and its position in the world
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps
- Begin to identify locations on maps A,B and C
- Use large scale OS maps and symbols to identify key features of locations
- Begin to use Google maps on internet to identify locations
- Begin to use junior atlases
- Begin to identify features on aerial/oblique photographs

- **Mediterranean**
- **mountain range**
- **north east**
- **north west**
- **Northern Hemisphere**
- **Ordnance Survey**
- **settlement**
- **physical feature**
- **precipitation**
- **region**
- **season**
- **south east**
- **south west**



ABPS Geography Progression EYFS-Y6 2020-21

Stage/ Year group	Location Knowledge	Place knowledge	Human & Physical Geography	Geographical Enquiry, Skills & Fieldwork	Vocabulary	
Year 4	<ul style="list-style-type: none"> • Use maps to name and locate some of the main cities in the north and south of the UK • Use map and globes to name and locate some well-known regions and countries of Europe already studied • Use maps and globes to locate Central and South America and begin naming and locating some of the South American countries, regions and cities studied • Identify key topographical features (in hills, mountains, coasts and rivers) of places studied and understand how some of these have changed over time 	<ul style="list-style-type: none"> • Study main cities and villages in the UK; identifying and comparing the main human and physical features • Study a country/region in south America; Identifying its main human and physical features, • Study photographs, pictures, maps, weather patterns, temperatures and populations • Make comparisons to where we live • Understand how places studied have changed over time; beginning to identify the main differences between human and physical characteristics 	<ul style="list-style-type: none"> • Understand and accurately use the terms human and physical geography • Describe and compare the main human and physical features of a well-known city • Describe the main human and physical features of a village • Describe the human and physical differences between cities and villages • Explain the push and pull factors for living in cities and why these have changed over time • Explain why people choose to live in a village rather than a city • Describe the main human and physical features of Central and South America • Identify and describe trade links in more detail; look at trade links from around the world in relation to a few key items - chocolate, coffee, energy and other key exported items 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas • Collect and record evidence • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map • Use 4 compass points accurately • Use 8 compass points • Introduce use of 4-figure grid references to locate features on a map • Begin to recognise symbols on an OS map • Make a map of a short route experienced, with features in correct order • Make a simple scale drawing • Understand why a key is needed • Locate places on large scale maps, (e.g. Find UK or India on globe) • Physically follow a route on a large scale map (orienteeering in PE) • Match boundaries on different scale maps (E.g. find same boundary of a county on different scale maps) • Use large and medium scale OS 	<ul style="list-style-type: none"> • aerial photograph • aftershock • ash cloud • atlas • avalanche • British Isles • cities • compass - 8 points locality • dormant • earthquake • economic activity • eruption • European Union • globe • Great Britain • human features • island • key • maps 	



ABPS Geography Progression EYFS-Y6 2020-21

	<ul style="list-style-type: none"> Identify and use the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere Begin understanding what the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones of the countries studied Begin locating these on a map 		<ul style="list-style-type: none"> Study fair trade and the impact on local lives Discuss and debate fair trade Identify key environmental issues - Water pollution, plastic pollution, Greenhouse effect, clean energy Begin to find different views on an environment issue. What is their view? Understand how human and physical features of a place have changed over time <u>Volcanoes and Earthquakes</u> Identify what a volcano/earthquake is Describe how volcanoes/earthquakes are created Identify the physical features of a volcano/earthquake Name and locate some world famous volcanoes Describe how volcanoes/earthquakes have changed the local environment Be introduced to how volcanoes/earthquakes have impacted of people's lives (Pompei) 	<p>maps</p> <ul style="list-style-type: none"> Use junior atlases Use Google maps Identify features on aerial/oblique photographs 	<ul style="list-style-type: none"> measure Ordnance Survey physical features rainfall survey symbols topographical features trade links United Kingdom villages 4 figure-grid 	
--	--	--	--	--	---	--



ABPS Geography Progression EYFS-Y6 2020-21

- Begin to look at Plate Tectonics and the 'ring of fire'
- Volcanoes
- Describe how volcanoes/earthquakes have impacted of people's lives



ABPS Geography Progression EYFS-Y6 2020-21

Stage/ Year group	Location Knowledge	Place knowledge	Human & Physical Geography	Geographical Enquiry, Skills & Fieldwork	Vocabulary	
Year 5	<ul style="list-style-type: none"> • Use maps and globes to locate the main countries in Europe, naming most from memory • Use maps and globes to locate Russia in relation to Europe • Use maps and globes to name and locate South America; along with the countries, regions and cities studied • Begin locating other significant places in the world studied (i.e Egypt) • Identify key topographical features of places studied and understand how these have changed over time • To develop the skill of identifying the position of 	<ul style="list-style-type: none"> • Study the significant physical and human features of countries/regions studied in South America • Study photographs, pictures, maps, weather patterns, temperatures and populations to gain an in depth knowledge about the area to begin supporting geographical comparisons • Understand and study how places studied have changed over time (identifying the main differences between human and physical characteristics) and how they continue to change 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts • Describe and understand the human features of a locality- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Describe how physical and human activity has impacted on areas of the world • Report on ways in which humans have both improved and damaged the environment • Identify key environmental issues - deforestation, wildfires • Identify their views and debate environmental issues • Explain what a place might be like in the future taking account environmental and physical change 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating. • Begin to use primary and secondary sources of evidence to find answers to their own geographical questions • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life • Confidently using 8 compass points • To use 4 figure coordinates to locate features on a map confidently • Use/recognise OS map symbols • Use medium scale land ranger OS maps • Compare maps with aerial photographs • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. 	<ul style="list-style-type: none"> • aerial photograph • Argentina • Amazon River • climate • countries • distance • economical features • Europe • fieldwork • graph • human features • itinerary • journey • land use • locality • maps • mountain regions • Ordnance Survey • physical features • river bank • Russia • sketches 	



ABPS Geography Progression EYFS-Y6 2020-21

- countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere
- Understand and begin to identify where the Tropics of Cancer and Capricorn are; the arctic and Antarctic circle; time zones of the countries studied and the Prime/Greenwich Meridian are
- Begin identifying the position of countries studied in relation to the Tropics of Cancer and Capricorn, The Arctic and Antarctic circle, time zones and the Prime/Greenwich Meridian

- due to human and physical impact
- Identify how the geographical features of countries can affect outcomes (i.e how country size, location, population, border (e.g Maginot Line) affected outcomes in WW2)
- Building on previous learning in year 4 - identify how the **key differences between rural and urban areas** e.g how it supported evacuees

- Rivers
- Explain why many cities in the world are situated by rivers
- Explain why people are attracted to live by rivers
- Name and locate many of the world's major rivers on maps
- Describe how rivers have changed environments - explain how they fit into wider geographical locations; with reference to human and economical features
- Describe how rivers have impacted on local lives (River Aire etc)

- (e.g. find wettest part of the world)
- Measure straight line distance on a map - using a scale
- Find/recognise places on maps of different scales. (E.g. River Nile)
- Identify significant places and environments
- Use index and contents page within atlases

- source**
- South America**
- symbols**
- Wales**
- water**
- water cycle**
- 4 figure-grid reference s**
- 8 point compass**



ABPS Geography Progression EYFS-Y6 2020-21

Stage/ Year group	Location Knowledge	Place knowledge	Human & Physical Geography	Geographical Enquiry, Skills & Fieldwork	Vocabulary	
Year 6	<ul style="list-style-type: none"> • Using maps and globes; confidently locate countries, counties and cities of the United Kingdom • Confidently compare different areas of the UK (Leeds and e.g Lake District Windermere) - describing in detail their differences in human and physical features • Using maps and globes; confidently locate the continents of the world and their main countries • Identify and explain the position of countries studied in relation to longitude and latitude, the equator and the 	<ul style="list-style-type: none"> • Study and describe the significant human and physical features of two places in the UK - Leeds and Lake Windermere for e.g • Confidently compare the similarities and differences of two places in the UK in relation to their human and physical features • Study the significant physical and human features of countries/regions in other parts of the world • Confidently understand and explain how places in the UK and places in other parts of the world 	<ul style="list-style-type: none"> • Confidently describe and understand the key human features of a locality- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Confidently describe how physical and human activity has impacted on areas of the world • Show a good understanding of environmental issues and report on ways in which humans have both improved and damaged the environment • Debate with confidence their view on environmental issues • Explain what a place might physical changes that have occurred so far • <u>Mountains</u> • Identify what a mountain is and how they are formed • Explain the differences between the formation of 	<ul style="list-style-type: none"> • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it • Use 8 compass points confidently and accurately • Use 4 figure co-ordinates confidently to locate features on a map • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps • Draw a variety of thematic maps based on their own data • Begin to draw plans of increasing complexity • Use/recognise OS symbols • Follow a short route on an OS map • Describe features shown on OS map • Confidently use an atlas and locate places on a world map • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Use scale to measure distances 	<ul style="list-style-type: none"> • aerial photographs • Antarctic circle • Arctic Circle • biomes • climate zones • Cumbria/Lake District/Windermere • distribution • energy • food • human features • Lake District • locality • measurements • minerals • North America • data 	



ABPS Geography Progression EYFS-Y6 2020-21

	Northern and Southern hemisphere, the Tropics of Cancer and Capricorn,	are similar and different in relation to their key human and physical features	mountains and volcanoes <ul style="list-style-type: none">• Discuss the difference between convergent and divergent formations.• Identify well known mountains - Kilimanjaro• Identify the key physical features of a mountain be like in the future taking into account the environmental and volcanoes• Discuss the difference between convergent and divergent formations.• Identify well known mountains - Kilimanjaro, Everest, Snowdonia, Ben Nevis etc• Identify the key physical features of a mountain	<ul style="list-style-type: none">• Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)• Draw a plan view map accurately	<ul style="list-style-type: none">• national resources• Ordnance Survey• physical features• scale• symbols• settlements• time zones• Tropics: Cancer & Capricorn• vegetation belts• water• 6 figure grid references	
--	--	--	--	---	--	--