

EYFS - progression of Early Geography Skills				
Development Matters - Age 3-4 years	Theme	Evidence of Early Geography Skill - EYFS (KUW) Learning Opportunities	Early Learning Goal	How does this link to the KS1 Primary Programme of Study
Locational Knowledge				
Age 3-4 years (Mathematics) Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Knowledge and Understanding of the World Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Amazing Animals (spring 2) Ticket to Ride (summer 1)	(AA) Locate where in the world animals come from. (TtR) Where in the UK do we live?	Understanding the World People, Culture and Communities 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, nonfiction texts and (when appropriate) maps.	world's seven continents and five oceans. four countries and capital cities of the United Kingdom and its surrounding seas *Name and locate the *Name, locate and identify characteristics of the
Place Knowledge				
Age 3-4 years (Mathematics) Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Knowledge and Understanding of the World Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	All About Me (autumn 1) Ticket to Ride (summer 1)	(AAM) Can talk about places they have been with their family (TtR) Where (locate) in the world have we been? Explore another country. Can the children talk about what is near their homes? Visit places of importance in our local area (FatS) Explore contrasting areas	Understanding the World People, Culture and Communities 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, nonfiction texts and (when appropriate) maps.	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
Human and physical geography				
	Amazing Animals (spring 1) Come Outside (spring 2) Ticket to Ride(summer1) Fun at the Seaside (summer 2)	(AA) Know that different places have different climates. (CO) Talk about the different seasons and what we can see/expect as they change. (TtR) Compare transport between the UK and another country (FatS) Compare contrasting environments (locality and the seaside places.	The Natural World 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.	Human and physical geography * 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
Geographical Skills and Fieldwork				
Age 3-4 years (Mathematics) Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'	All About Me (autumn 1) Terrific Tales (autumn 2) Come outside (spring 2) Ticket to ride (summer 1)	(AAM) Navigate around the classroom, create treasure hunts. (TT) Use world maps to show children where stories come from and use information from a map. (CO) Plan a journey to the park, using directional language. (TtR) Describe their journey to school. Use simple maps to use directional language. Compare aerial photographs to the local area.	Understanding the World People, Culture and Communities 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, nonfiction texts and (when appropriate) maps	*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. 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 simple compass

KS1 Curriculum Coverage and Progression Chart



Primary Geography Programme of Study Statement	Coverage of Statement	Progression of Statement through <i>Rising Stars Geography SOW</i>
Locational Knowledge		
Name and locate the world’s seven continents and five oceans.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 3: Our Wonderful World	End of Year 1, expected: Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.
		End of Year 2, expected: Can identify and name the relevant continents.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food	End of Year 1, expected: Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.
		End of Year 2, expected: Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.
Place knowledge		
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.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World	End of Year 1, expected: Can describe in some detail the local area and distant locations’ features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.
		End of Year 2, expected: Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.
Human and physical geography		
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.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons	End of Year 1, expected: Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.
		End of Year 2, expected: Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).
Geographical vocabulary		
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.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 3: Our Wonderful World	End of Year 1, expected: Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.
		End of Year 2, expected: Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Write sentences about different weather types using good vocabulary. Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.
Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.	Year 1 Unit 1: Our Local Area Year 2 Unit 3: Our Wonderful World	End of Year 1, expected: Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.
		End of Year 2, expected: Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.
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.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World	End of Year 1, expected: Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit.
		End of Year 2, expected: Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).

Lower KS2 Curriculum Coverage and Progression Chart



Primary Geography Programme of Study Statement	Coverage of Statement in <i>Rising Stars Geography</i>	Progression of Statement through <i>Rising Stars Geography SOW</i>
Locational Knowledge		
Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 6 Unit 1: The Amazon Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude.
		End of Year 4, expected: Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America.
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle	End of Year 3, expected: Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).
		End of Year 4, expected: Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.
Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 6 Unit 1: The Amazon Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night.
		End of Year 4, expected: Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.
Place knowledge		
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 within North or South America.	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 6 Unit 1: The Amazon	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).
		End of Year 4, expected: Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).
Human and physical geography		
Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).
		End of Year 4, expected: Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).
Describe and understand key aspects of 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.	Year 3 Unit 3: Coasts Year 6 Unit 1: The Amazon Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.
		End of Year 4, expected: Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).
Geographical skills and fieldwork		
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 3 Unit 3: Coasts Year 6 Unit 1: The Amazon Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the ‘globe’ they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).
		End of Year 4, expected: Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).

Upper KS2 Curriculum Coverage and Progression Chart



Primary Geography Programme of Study Statement	Coverage of Statement in <i>Rising Stars Geography</i>	Progression of Statement through <i>Rising Stars Geography SOW</i>
Locational Knowledge		
Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 4 Unit 1: The Americas Year 6 Unit 2: Protecting the Environment	End of Year 5, expected: Can describe key physical and human characteristics and environmental regions of Europe.
		End of Year 6, expected: Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.	Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).
		End of Year 6, expected: Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.
Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Year 4 Unit 1: The Americas	End of Year 5, expected: N/A
		End of Year 6, expected: Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.
Place knowledge		
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 within North or South America.	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 4 Unit 1: The Americas	End of Year 5, expected: Can locate the UK’s major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions.
		End of Year 6, expected: Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).
Human and physical geography		
Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 4 Unit 1: The Americas	End of Year 5, expected: Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).
		End of Year 6, expected: Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.
Describe and understand key aspects of 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.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 4 Unit 1: The AmericasYear 6 Unit 2: Protecting the Environment	End of Year 5, expected: Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources.
		End of Year 6, expected: Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).
Geographical skills and fieldwork		
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 4 Unit 1: The Americas Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can locate and describe several physical environments in the UK. Can locate the UK’s major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from.
		End of Year 6, expected: Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.