



Geography - Progression in Concepts Document



Geography in the Early Years Foundation Stage

This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

Three and Four Year Olds	Mathematics		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Use all their sense in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences that have experiences or seen in photos.
Reception	Knowledge and Understanding of the World		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
Early Learning Goal	Knowledge and Understanding of the World	People, Culture and Communities	<ul style="list-style-type: none"> • 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, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what they have read in class. • Understand some important processes and changes in the natural world around them, including the seasons.



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Year	Concept					
	Place, Space and Scale	Fieldwork, Data Analysis, Enquiry and investigation skills	Cultural awareness and diversity	Interdependence	Mapping skills and Geographical resources	Environmental Impact, Sustainable Development and Physical and Human Processes
Meaning			<p>Cultural Awareness: Recognition of the nuances of one's own and other cultures. Cultural Diversity is the existence of a variety of cultural groups within a society. Cultural groups can share many different characteristics.</p>	<p>Interdependence between countries means that they are dependent on one another in some way. For example, many developing countries are dependent on developed countries for manufactured goods or aid. Developed countries are dependent on developing countries for primary products such as steel and iron.</p>		<p>Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.</p>
Yr 1/2 Cycle A	<p>to identify human and physical features.</p> <p>understand directional language, positional language and 4 cardinal points of the compass</p> <p>know aerial photos can be used as a source for geographical enquiry.</p> <p>know how to construct a picture map.</p> <p>know features of different settlement types.</p> <p>know four countries of the UK and their capital cities.</p> <p>know about the four countries of the UK</p> <p>understand where coastal towns are located around the UK.</p>	<p>identify human and physical features in the local area.</p> <p>understand tourism and why people visit Whitby.</p> <p>identify what makes an ideal coastal town.</p>			<p>to identify human and physical features.</p> <p>understand directional language, positional language and 4 cardinal points of the compass</p> <p>know aerial photos can be used as a source for geographical enquiry.</p> <p>know how to construct a picture map.</p> <p>know features of different settlement types.</p> <p>identify the features of a coastal town.</p> <p>identify human and physical features of Whitby.</p>	<p>understand what coastal erosion is and how it happens.</p> <p>identify how coastal towns have changed.</p> <p>understand tourism and why people visit Whitby.</p>



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<p>Yr 1/2 Cycle B</p>	<p>to identify human and physical features.</p> <p>understand directional language, positional language and 4 cardinal points of the compass</p> <p>know aerial photos can be used as a source for geographical enquiry.</p> <p>know how to construct a picture map.</p> <p>know features of different settlement types.</p> <p>know four countries of the UK and their capital cities.</p> <p>know about the four countries of the UK</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe</p> <p>Identify the characteristics of a settlement.</p> <p>Use simple directional and positional language to give directions,</p> <p>Describe the location of features and discuss where things are in relation to each other.</p> <p>Identify the similarities and differences between two places.</p> <p>Identify patterns in daily and seasonal weather</p>	<p>identify human and physical features in the local area.</p> <p>Create a map of the school using symbols and a map key</p> <p>Explain the similarities and differences between England and Somalia</p>			<p>to identify human and physical features.</p> <p>understand directional language, positional language and 4 cardinal points of the compass</p> <p>know aerial photos can be used as a source for geographical enquiry.</p> <p>know how to construct a picture map.</p> <p>know features of different settlement types.</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe</p> <p>Identify the characteristics of a settlement.</p> <p>Identify the characteristics of a settlement.</p> <p>Identify features and landmarks on an aerial photograph or plan perspective</p> <p>Understand what an atlas is and how to use one</p> <p>Know the names of the 7 continents and 5 oceans</p> <p>Locate the equator and the North and South Poles</p> <p>Locate the hot and cold areas in the world</p>	<p>Identify the characteristics of a settlement.</p> <p>Name and describe the purpose of human features and landmarks.</p> <p>Identify features and landmarks on an aerial photograph or plan perspective</p> <p>Identify patterns in daily and seasonal weather.</p>
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	<p>Name important buildings and places and explain their importance</p> <p>Draw a simple picture map</p> <p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Understand what an atlas is and how to use one</p> <p>Know the names of the 7 continents and 5 oceans</p> <p>Locate the equator and the North and South Poles</p> <p>Locate the hot and cold areas in the world</p>					
Yr 3	<p>locate capitals of the United Kingdom and significant cities on a map.</p> <p>know the origins of Milton Keynes as a new town.</p> <p>to use 4 figure grid references.</p> <p>To understand what plate tectonics are</p> <p>to use a world map to identify the location of plate boundaries.</p> <p>To name the types of volcano</p> <p>To explain the physical processes that cause earthquakes and volcanic eruptions</p>	<p>know how land is used in Stony Stratford High Street.</p>			<p>know significant human and physical features of the United Kingdom.</p> <p>know significant human and physical features of Milton Keynes.</p> <p>name and locate significant volcanoes and plate boundaries and explain why they are important</p> <p>To locate significant places using latitude and longitude.</p>	<p>know how the use of canals have changed over time.</p> <p>understand what plate tectonics are</p> <p>To use a world map to identify the location of plate boundaries.</p> <p>To know the different features e parts of a volcano</p> <p>To explain the physical processes that cause earthquakes and volcanic eruptions</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p>



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	Describe how a significant geographical activity has changed a landscape in the short or long term.					
Yr 4	<p>to locate European countries and significant European cities.</p> <p>to locate physical features of Europe.</p> <p>know about significant human features in Europe.</p> <p>know human and physical features of Italy.</p> <p>know the features of Bologna and make comparisons with Milton Keynes</p> <p>understand what a mountain is</p> <p>use the 8 points of a compass,</p> <p>name and locate mountains of the UK</p> <p>locate and name mountains of the world</p> <p>understand that rivers and the landscape that surrounds them has different characteristics</p>	<p>make comparisons between life in Milton Keynes and life in Bologna.</p>	<p>know about everyday life in Bologna from a child's perspective.</p>		<p>to locate European countries and significant European cities.</p> <p>to locate physical features of Europe.</p> <p>know about significant human features in Europe.</p> <p>know human and physical features of Italy.</p> <p>know the features of Bologna and make comparisons with Milton Keynes</p> <p>locate physical features of Europe.</p> <p>use, 4- and 6-figure grid references on an OS map</p> <p>use the 8 points of a compass,</p> <p>name and locate mountains of the UK</p> <p>locate and name mountains of the world</p> <p>Name, locate and explain the importance of significant rivers.</p>	<p>describe and understand key aspects of the water cycle</p> <p>understand that rivers and the landscape that surrounds them has different characteristics</p> <p>understand the three stages of a river</p> <p>understand how rivers are used and why they are important.</p>
Yr 5	<p>know the location of climate zones and lines of latitude and longitude.</p> <p>locate countries of North and South America.</p>	<p>know what life is like in Brazil.</p>	<p>make comparison between the rich and poor of Rochinha and Barra Di Tijuca</p> <p>make comparisons between the lives of the</p>	<p>understand the impact that buying Fairtrade has on farmers and their communities</p>	<p>know the location of Brazil.</p> <p>know the human and physical features of Brazil.</p> <p>to use six figure grid references.</p>	<p>explain what the climate is like in Brazil</p> <p>explain what urbanisation is in relation to Brazil</p>



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	<p>know the location of Brazil.</p> <p>know the human and physical features of Brazil.</p> <p>To use six figure grid references.</p> <p>understand the impact that buying Fairtrade has on farmers and their communities.</p> <p>understand where food comes from and how it is measured</p> <p>understand the different transportation networks that are used to move food globally.</p>		<p>indigenous people and other people living in Brazil.</p>	<p>understand where food comes from and how it is measured</p>		<p>understand the main types of farming in the UK.</p> <p>understand how the physical geography of a landscape affects the type of farming.</p> <p>understand how climate zones define type of farming.</p> <p>understand the impact that buying Fairtrade has on farmers and their communities</p> <p>understand where food comes from and how it is measured</p> <p>understand the different transportation networks that are used to move food globally.</p>
<p>Yr 6</p>		<p>know how human activity is causing climate change.</p> <p>know how human activity is causing climate change.</p>			<p>explain time zones across the world.</p> <p>know the features of biomes.</p> <p>locate biomes on a world map.</p>	<p>know what climate change is and its effects around the world.</p> <p>know how we can stop climate change.</p> <p>know about natural resource depletion and sustainable alternatives.</p>