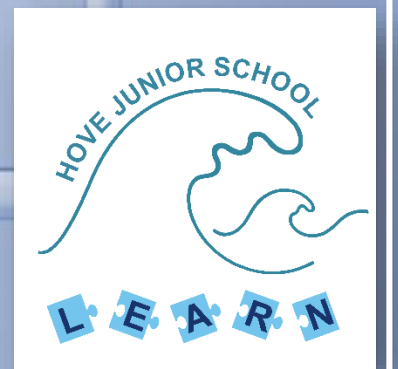


# Geography Progression Ladder

WEST HOVE  
INFANT SCHOOL  
.....  
A family of friends



	Year R (People, Cultures & Communities) ELG (The Natural World) ELG		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Nursery	Reception							
<b>Geographical Skills &amp; Fieldwork</b>	<p><b>By the end of Reception:</b></p> <p><b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> </ul>		<p><b>By the end of Year 2:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use simple compass directions (North, South, East, 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</li> <li>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>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.</li> </ul>		<p><b>By the end of Key Stage 2, children will be taught to:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>				
	<p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p>Talk about what they see, using a wide vocabulary (<i>both with resources in the school learning environment and during outdoor trips to the park, to post a letter.</i>)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><i>Make connections between the features of their family and other families.</i></p>	<p>Explore the natural world around them</p> <p><i>Describe what they see, hear and feel whilst outside</i></p>	<p>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 (<i>streets directly surrounding the school sites</i>).</p>	<p>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 (<i>specifically the beach area</i>).</p> <p><i>Begin to connect the location of Brighton and Hove as a coastal town, with its physical features as a tourist destination and harbour area. Begin to compare this with other places (for example, London and Jacarau in Brazil.)</i></p>	<p>Create a map using symbols to represent different features.</p>	<p>Use digital technology such as Google Earth to create a map of Britain to show some of the major Roman settlements</p>	<p>Create maps of locations and identify patterns such as land use, climate zones, population densities and height of land.</p>	<p>Create maps of locations displaying patterns, such as land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies.</p>	
	<p><i>Know that bears that live in different places all over the world, and in different habitats.</i></p>	<p>Draw information from a simple map</p> <p><i>Use a globe and world map to locate countries of significance to members of the class</i></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>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 (<i>UK and Brazil</i>).</p>	<p>Use the right geographical words to describe features and locations.</p>	<p>Use atlases, maps, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Collect and analyse statistics in order to draw clear conclusions about locations.</p>	<p>Collect and analyse statistics in order to draw clear conclusions about locations</p>	
		<p>Draw information from a simple map</p> <p><i>To know where I live and that my address is unique.</i></p> <p><i>To know what a landmark is, and recognise some key UK landmarks through a familiar story</i></p>	<p>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 (<i>School playground and walk around local area</i>).</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map; and use and construct basic symbols in a key (<i>Hove seafront area</i>)</p>	<p>Draw maps, sketches and plans of local places.</p>	<p>Use an atlas and locate places/points on a map</p>	<p>Gather information to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Analyse and compare different topological images, such as maps and aerial images</p>	

	<i>I know my way around school</i>	<i>To follow a simple route when outdoors and describe the features of the environment.</i>	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes ( <i>specifically with reference to their walk around the local area and exploration of the school grounds</i> )  <i>Find the direction of North when in the school playground. Know that the opposite direction is South.</i>	Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map  <i>Use a compass at the beach to know that the beach/sea is roughly in the South.</i>	Talk, investigate and write about how people can improve their environment.	Draw maps, sketches and plans of local places  Devise and plan a simple map, using symbols as a key  Use 4/8 figure compass directions (North, South, East and West) to describe a route and location of features on a map	Use different types of fieldwork sampling to gather information about the local area.				
<b>Vocabulary</b>	<i>Globe, map, address, journey, landmark, school, playground, near, far, clean, dirty, busy, road, town, park, sensory language</i>	<i>atlas, aerial map, plan, route, key, symbol</i> <i>Location. Direction, North, compass, left, right</i> <i>Human features, physical features</i>	<i>North, South, East, West,</i>	maps, atlases, globes, compass, North, East, South, West, fieldwork				reuse, recycle, reduce, habitat, waste, carbon dioxide, environmentalists.	wind speed, rainfall, noise levels, charts, graphs, database, maps, atlases, globes	fieldwork, survey, data, qualitative, quantitative, graph	Atlantic, country, continent, Pacific, border
<b>Locational Knowledge</b>	<b>By the end of Reception Year(ELG):</b>  <b><u>People, Cultures and Communities</u></b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>		<b>By the end of Year 2, children:</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		<b>By the end of Key Stage 2, children will be taught to:</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>						
	<i>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos</i>	<i>Draw information from a simple map</i>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate the world's seven continents and five oceans	Name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics, including hills, mountains, cities, rivers.	Locate the North and South poles on a map of the world and describe where the different animals live, e.g. polar bears	Identify the key features of a location in order to say whether it is a city, town, village or coastal or rural area.	Know the position and significance of key places on Earth: <ul style="list-style-type: none"> <li>the Tropics of Cancer and Capricorn</li> <li>Arctic and Antarctic Circle</li> <li>the Prime/Greenwich Meridian</li> <li>time zones (including day and night)</li> <li>Northern Hemisphere</li> <li>Southern Hemisphere</li> <li>latitude</li> <li>longitude</li> <li>Equator</li> </ul>			
		Recognise and explain some similarities and differences between life in this country and life in other countries			Use an atlas and locate places/points on a map.	Locate hot and cold climates in the world in relation to the Equator and the North and South Pole	Understand geographical similarities and differences of an area of the United Kingdom	Name and locate some of the countries and cities of the world			



							and a contrasting non-European country.	
		<i>Know that we live in Brighton and Hove, which is a city by the sea.</i>				Name and locate countries of Europe and identify their main physical and human characteristics.		Name and locate the countries of North America and identify their main physical and human characteristics
						Select appropriate geographical words to describe features and can ask geographical questions about them		Compare different regions in Europe and North America to the UK, through the study of human and physical geography
<b>Vocabulary</b>	<i>Country, family, globe, map, sea, Brighton and Hove, same, different</i>		<i>Country, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, North Sea, English Channel, Irish Sea, landmarks, human and physical features</i>	<i>Continent, ocean, Europe, Africa, Antarctica, Asia, Australia, North America, South America, Pacific, Atlantic, Indian, Arctic and Southern Ocean, Earth, world map</i>	North America, South America, continent, country, city, hills, mountains, coasts, rivers, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer, the tropic of Capricorn, Arctic, Antarctic, Prime Meridian, Greenwich Meridian, time zones, land-use			
					habitat, human, physical, hills, mountains, cities, rivers, continent, country, borders.	landscape, Europe, continent, country, Italy, Pompeii, Vesuvius, Denmark, Norway, Sweden, Scandinavia, northern	village, town, city, rural, urban, mountain ranges, volcanoes, lakes, earthquakes, tropical, temperate, cliffs, hills, harbour, retail,	states, country, continent, border
<b>Human and Physical Geography</b>	<b>By the end of Reception:</b>  <b>People, Cultures and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>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. <ul style="list-style-type: none"> <li>The Natural World</li> </ul> </li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		<b>By the end of Year 2:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-key human features, including: city, town, village, factory, farm, house, office, port, harbor/port and shop.</li> </ul> </li> </ul>		<b>By the end of Key Stage 2, children will be taught to:</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul>			
	<i>Talk about what they see using a wide vocabulary</i>	<i>Describe what they see, hear and feel whilst outside.</i>  <i>Understand the effect of changing seasons on the natural world around them</i>	Describe seasonal weather changes ((see also links to Science curriculum).	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	Identify key physical features including; beach, coast, forest, hill, ocean etc.	Describe key aspects of Physical Geography, including: mountains, volcanoes and earthquakes	Use specific vocabulary for physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Identify and describe how the physical features affect the human activity within a location
	<i>Talk about what they see using a wide vocabulary</i>	<i>Draw information from a simple map</i>	Use basic geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill,</i>	Use basic geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill,</i>	Identify key human features including; city, town, village, etc.	Explore the Earth's extremes and understand how these effect people, communities and	Use specific vocabulary for human features e.g. city, town, village, factory, farm, house, office, port, harbour	Describe the human and physical characteristics of countries and cities across the world,

		<i>Recognise some environments that are different from the one in which they live.</i>	<i>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>	<i>mountain, sea, ocean, river, soil, valley, vegetation, season and weather rainforest</i>		landscapes, including what a volcanic island is and where they are in the world	and shop.	including hills, mountains, rivers, key topographical features and land-use patterns
	<i>Name and describe people who are familiar to them.</i>  <i>Talk about what they see using a wide vocabulary</i>	<i>Draw information from a simple map</i>  <i>Recognise some environments that are different from the one in which they live.</i>	Use basic geographical vocabulary to refer to key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop library, bank, church, mosque</i>	Use basic geographical vocabulary to refer to key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop Wind farm, lagoon, beach huts, tourism, tourist shop, leisure centre</i>	Ask and answer geographical questions about the physical and human characteristics of a location	Understand what happens when volcanoes erupt and rock melts	Understand how some of these aspects have changed over time.	Compare weather and climate in different locations around the world
						Understand why people continue to live in volcanic areas despite the dangers	Identify and describe how the physical features affect the human activity within a location.	Describe key aspects of human geography: <ul style="list-style-type: none"> <li>• economic activity including trade links</li> <li>• the distribution of natural resources including energy, food, minerals and water supplies</li> <li>• settlements</li> <li>• land use</li> </ul>
						Describe key aspects of Human Geography including: settlements, land use and economic activity, including trade links	Describe key aspects of human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies.	Describe key aspects of physical geography: <ul style="list-style-type: none"> <li>• climate zones</li> <li>• biomes and vegetation belts</li> </ul>
							Describe key aspects of physical geography, including rivers and the water cycle.	
<b>Vocabulary</b>	<i>United Kingdom, Brighton and Hove, School Road, Holland Road, landmark, sea, ocean, lake, river, pond, season, Autumn, Spring road, park, traffic, school, post office, post box, plants, trees, leaves, zebra crossing, traffic lights, playground, house, home, flat,</i>		<i>Season, autumn, winter, spring, summer, weather, climate, climate change, environment, food miles, local area, Brighton and Hove- names of main roads &amp; parks surrounding school sites</i>	<i>Equator, North Pole, South Pole deforestation, habitat, ecosystem, sustainability, environment, temperature, degrees centigrade, rainfall, weather symbols</i>	climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle, settlements, land use, economic activity, trade links, natural resources			
					physical, human, beach, coast, forest, hill, ocean, city, town, village.	mountain, volcano, earthquake, eruption, settlement, community, immigrants	physical, human, beach, castle, coast, cliffs, sea, evaporation, condensation, precipitation, import, export, population, density, growth	physical, human, immigration, population
<b>Place Knowledge</b>	<b>By the end of Reception, children:</b>  <b><u>People, Cultures and Communities</u></b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>		<b>By the end of Year 2, children:</b> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</li> </ul>		<b>By the end of Key Stage 2, children will be taught to:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>			

	<ul style="list-style-type: none"> <li>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.</li> </ul> <p style="text-align: center;"><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>								
	<i>Talk about what they see using a wide vocabulary</i>	<i>Talk about members of their immediate family or community.</i>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	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	Measure wind speed, rainfall and noise levels around the school and I can record my information on charts or graphs.	Measure wind speed, rainfall and noise levels around the school and I can record my information on charts, graphs and/or a database	Compare the lives of people in two different places in the world (locally, population, physical processes etc.) using a range of resources.	<i>Use a range of geographical resources to give detailed descriptions about the features of a contrasting location</i>	
	<i>Continue developing positive attitudes about the differences between people</i>	<i>Understand that some places are special to members of their community.</i>	<i>Name, describe and compare familiar places (Brighton and Hove, Rye, other places known to children).</i>	<i>To compare their own locality in Brighton and Hove with that of a community in contrasting rainforest environment.</i>	Identify seasonal and daily weather patterns in the United Kingdom and use the correct language (seasons, hot, cold, raining, mist, fog)	Use a range of resources to find out about a contrasting locality	Compare weather and climate in different locations around the world.	<i>Compare the lives of people in two different places in the world (locally, population, physical processes etc.)</i>	
	<i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i>	Draw information from a map.	<i>Comment on, and suggest ideas for improving the local environment</i>		Compare key human and physical features of a different location to the one I live in.	Compare the physical features of that locality and the one in which I live	Describe how the locality of our school has changed over time.		
		Recognise some similarities and differences between life in this country and life in other countries.			Discuss my school and area with people from a different location.	Compare the human features of that locality and the one in which I live	Use accurate geographical vocabulary to compare the physical features of a contrasting locality to the one in which I live.		
		<i>Recognise some environments that are different from the one in which they live.</i>			Compare the lives of people in two different places in the world (locally, population, physical processes etc.)				
<b>Vocabulary</b>	<i>Family, community, special places, playground, school, Brighton and Hove, town, map, country, globe save, waste, eco, environment</i>	<i>climate, climate change, environment, local area, similarity, difference, city, town, village, human features, physical features, community,</i>	<i>Place, country, continent, population, agriculture, community, city, town, village, climate, climate change, deforestation, habitat, endangered, ecosystem, ecology, sustainability, environmental champions/campaigners, similarity, difference, compare</i>	similarity, difference, region, Europe, North America, South America					
				seasons, hot, cold, raining, mist, fog, desert, grassland, rainforest, wind speed, rainfall, population.	Artic, Equator, climate, seasons, village, town, city	coastal, South, England, UK, Central America, Mesoamerica, South America, Mexico, Belize, Guatemala, Honduras, El Salvador	tribes, diverse, Atlantic, population, Pacific, immigration		

**Geographical Skills & Fieldwork**

**Vocabulary**

**Locational Knowledge**

**Vocabulary**

**Human and Physical Geography**

**Vocabulary**

**Place Knowledge**

**Vocabulary**