

# Fazakerley Primary School

Formosa Drive, Liverpool, L10 7LD

## Geography Progression Document

| EYFS                                                                                                                                                                                                                                                          | YEAR 1                                                                                                                                                                                                                                                | YEAR 2                                                                                                                                                                                                                                                                                                                                       | YEAR 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | YEAR 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | YEAR 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | YEAR 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><u>Locational Knowledge</u></p> <p><b>EYFS</b></p> <p><b>ELG</b><br/>&gt;Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p> <p><b>Reception</b><br/>&gt;Draw information from a simple map</p> | <p>&gt; Pupils understand where their classroom is located within the school.</p> <p>&gt; NC - Pupils start to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> | <p>&gt; Pupils understand where their school is located within the wider world.</p> <p>&gt; NC - Pupils can name and locate the world's seven continents and five oceans.</p> <p>&gt; NC - Pupils can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> | <p>&gt; Pupils can locate the UK on a world map.</p> <p>&gt; Pupils start to locate countries and features studied on a world map with some confidence.</p> <p>&gt; Pupils understand where their region is located within the UK.</p> <p>&gt; Pupils start to name and locate some counties and cities of the United Kingdom, some geographical regions and their identifying human and physical characteristics and some key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> | <p>&gt; NC - Pupils can 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.</p> <p>&gt; NC - Pupils can 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).</p> <p>&gt; Pupils can locate climate zones.</p> | <p>&gt; NC - Pupils can 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 <u>major cities</u>, name and locate... <u>cities</u> 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.</p> | <p>&gt; NC - Pupils can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and <u>major cities</u>, name and locate... <u>cities</u> 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.</p> <p>&gt; Pupils can name and locate places in the USA, key human and physical features and characteristics of the USA and South America.</p> |
| <p>NC Attainment<br/>Target Area<br/>Locational Knowledge</p>                                                                                                                                                                                                 | <p>NC Attainment<br/>Target Area<br/>Place Knowledge</p>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                              | <p>NC Attainment<br/>Target Area<br/>Human and Physical Geography</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>NC Attainment<br/>Target Area<br/>Geographical Skills and Fieldwork</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><u>Place Knowledge</u><br/><b>EYFS</b></p> <p><b>UNDERSTANDING THE WORLD</b><br/>PEOPLE CULTURE, AND COMMUNITIES<br/><b>ELG</b></p> <p>&gt;Describe their local environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>&gt; explain some similarities and differences between life in this country and life in other countries, drawing on experiences and what has been read in class</p> <p><b>Reception</b></p> <p>&gt;Recognise some similarities and differences between life in this country and other countries.</p> <p>&gt;Recognise some environments that are different to the one in which they live.</p> <p><b>3-4 year olds</b></p> <p>&gt;know that there are different countries in the world and talk</p> | <p>&gt; Pupils are familiar with their classroom and the school environment beyond this.</p> | <p>&gt; Pupils are increasingly familiar with immediate world beyond the school gate, and can name some key human and physical features.</p> <p>&gt; Pupils start to reason about what they like and don't like in the local area, and suggest what could be changed.</p> <p>&gt; NC - Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Thurstaston / Wirral Country Park / Church Farm), and of a small area in a contrasting non-European country (Shanghai).</p> | <p>&gt; Pupils are aware of the difference between the boundaries of Great Britain, the British Isles and the United Kingdom.</p> <p>&gt; Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (East Anglia).</p> <p>&gt; Pupils use OS maps to compare Liverpool City Centre to East Anglia, identifying key differences e.g. in land use, landmarks, transport links.</p> | <p>&gt; NC - Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (NW / Liverpool), a region in a European country (Catalonia / Barcelona).</p> | <p>&gt; NC - Pupils 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 America (Boston, Massachusetts, Cambridge and Marlborough MA).</p> <p>&gt; Pupils aware that different regions are more susceptible to natural disasters than others.</p> | <p>&gt; NC - Pupils understand geographical similarities and differences through the study of human and physical geography of a region within the UK, North America (New York) and South America (Brazil / Rio de Janeiro).</p> <p>&gt; Pupils understand differences between urban and rural Brazil and the lives of people living within Rio de Janeiro, before being able to compare this to their own lives.</p> |
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| <p>about the differences they have experienced or seen in photos</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><u>Human and Physical Geography</u></p> <p><b>EYFS</b></p> <p><b>THE NATURAL WORLD</b></p> <p><b>ELG</b></p> <p>&gt;Explore the natural world around them, making observations</p> <p>&gt;Know some similarities and differences between the natural world around them and contrasting environments</p> <p>&gt;Understand some important processes and changes in the natural world around them, including the seasons and changes of matter.</p> <p><b>Reception</b></p> <p>&gt;Recognise some similarities and differences between life in this country and life in other countries</p> <p>&gt;Explore the natural world around them</p> | <p>&gt; NC - With support, pupils start to recognise some human and physical features and use basic geographical vocabulary to describe these for areas studies (UK countries).</p> <p>&gt; NC - Pupils can 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.</p> <p>&gt; Pupils start to realise that not all areas of the world have the same climates and can be hot or cold in relation to their distance from the equator and poles. They start to describe this by comparing the Sahara Desert and to the Antarctic Polar Desert / South Pole.</p> | <p>&gt; NC - Pupils can use basic geographical vocabulary to refer to:</p> <p>&gt; Key <u>PHYSICAL FEATURES</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>&gt; Key <u>HUMAN FEATURES</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>&gt; Pupils start to quickly recognise human and physical features of the area being studied.</p> <p>&gt; Pupils know that not all areas of the world have the same climates and can be hot or cold in relation to their distance from the equator and poles.</p> | <p>&gt; Pupils can name and locate human and physical features in the UK including some of the main rivers and mountain regions where the highest peaks are found.</p> <p>&gt; Pupils start to be aware of the need to exchange goods and services and how trade developed over time: that the scale at which trade can be carried out on has increased from local to global.</p> <p>&gt; Pupils have a basic understanding of the terms 'import' and 'export' and start to realise in a basic way, that the natural resources available, land mass, and climate of a country determine what types of food they export and import.</p> <p>&gt; Pupils increasingly understand about physical processes, including the formation of mountains and volcanoes and can start</p> | <p>&gt; Pupils start to understand the difference between climate and weather and that climate determines world biomes.</p> <p>&gt; Pupils are aware of the layers of the atmosphere, what fossil fuels are, about our reliance on, and use of, non-renewable fossil fuels to produce energy.</p> <p>&gt; Pupils begin to understand global warming, and can research the effects of global warming on a specific biome and animals.</p> <p>&gt; Pupils are aware of renewable energy sources and start to understand how they personally can make a difference through simple actions such as reducing, reusing and recycling.</p> <p>&gt; NC - Pupils describe and understand key aspects of: <u>PHYSICAL geography</u>,</p> | <p>&gt; NC - Pupils describe and understand key aspects of: <u>PHYSICAL geography</u>, including: rivers, mountains and volcanoes and earthquakes and the water cycle.</p> <p><u>HUMAN geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>&gt; Pupils can describe the features of a major city.</p> <p>&gt; Pupils can describe settlement patterns and hierarchy with support, understand the term 'urban sprawl', and some differences between urban and rural areas.</p> <p>&gt; Pupils are aware of, and can describe some 'PUSH and PULL' factors.</p> <p>&gt; Pupils can describe the basic journey of a river, through its courses, using</p> | <p>&gt; <u>PHYSICAL geography</u>: Pupils can describe the distribution of different environments in the USA and understand how climatic conditions are different across the country.</p> <p><u>HUMAN geography</u>: describe and understand the different types of human settlements in the USA and how different landscapes support human activity.</p> <p>&gt; Pupils understand the distribution of some key physical landscapes in the USA e.g. the Grand Canyon. They are aware of how erosion can shape landscapes e.g the Grand Canyon.</p> <p>&gt; Pupils can investigate the human landscapes of the USA, exploring patterns of population distribution and density.</p> <p>&gt; Pupils consider interactions between human and physical environments by examining the impact of floods in the Mississippi</p> |

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| <p>&gt;Recognise some environments that are different to the one in which they live</p> <p>&gt;Understand the effect of changing seasons on the natural world around them</p> <p><b>3 – 4 year olds</b></p> <p>&gt;Use all their senses in hands on exploration of natural materials</p> |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                           | <p>to explain why earthquakes occur.</p>                                                                                                                                                                                                                                                                                                                     | <p>including: climate zones, biomes and vegetation belts.</p> <p>HUMAN geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy.</p>                                                                                             | <p>relevant vocabulary.</p> <p>&gt; Pupils understand the process of flooding and why and how rivers breach their banks.</p> <p>&gt; Pupils understand some consequences of flooding in real life and how flooding effects both people and places; that river systems can have a fundamental impact on peoples' lives and some ways in which we try to solve the problem of flooding.</p> <p>&gt; Pupils can name some natural disasters and describe the impact that these can have on people's lives, through a specific case study of a chosen country or region.</p> | <p>and droughts in California.</p> <p>&gt; Pupils develop their knowledge and understanding of tribes, are aware of what the term 'uncontacted tribe' means and can describe some threats to these people's way of life.</p>                                                                                                                        |
| <p><u>Geographical Skills and Fieldwork</u></p> <p><b>EYFS</b></p> <p><b>ELG</b></p> <p>&gt;Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>&gt;Explain some</p>                                          | <p>&gt; Pupils gain confidence and familiarity with maps, including floor maps, globes and street maps.</p> <p>&gt; Pupils start to understand and interpret aerial photographs and simple plan perspectives.</p> <p>&gt; Pupils start to use the four compass points.</p> <p>&gt; Pupils can use basic directional and locational language.</p> <p>&gt; Pupils can create a</p> | <p>&gt; Pupils extend the idea of a map beyond the classroom, to the school grounds and immediate local area.</p> <p>&gt; Pupils use atlases, maps, globes accurately with some support.</p> <p>&gt; Pupils understand and interpret aerial photographs and simple plan perspectives.</p> <p>&gt; Pupils use some simple functions / tools within DIGIMAP for SCHOOLS</p> | <p>&gt; Pupils use atlases, maps, globes accurately with some confidence.</p> <p>&gt; Pupils use some simple functions / tools within DIGIMAP for SCHOOLS with some independence.</p> <p>&gt; Pupils can create simple keys.</p> <p>&gt; Pupils aware of basic OS map symbols.</p> <p>&gt; Pupils use the four compass points and are aware of the eight</p> | <p>&gt; Pupils use atlases, maps, globes accurately with increasing confidence.</p> <p>&gt; Pupils use simple functions / tools within DIGIMAP for SCHOOLS independently.</p> <p>&gt; Pupils can use keys with increasing confidence.</p> <p>&gt; Pupils increasingly aware of OS map symbols.</p> <p>&gt; Pupils have a simple</p> | <p>&gt; Pupils use atlases, maps, globes accurately with confidence.</p> <p>&gt; Pupils use DIGIMAP for SCHOOLS independently.</p> <p>&gt; Pupils can read and create keys independently.</p> <p>&gt; Pupils aware of how hills and valleys are represented on OS maps, through the use of contour lines.</p> <p>&gt; Pupils have an increasing understanding</p>                                                                                                                                                                                                        | <p>&gt; Pupils use atlases, maps, globes quickly and effectively.</p> <p>&gt; Pupils use DIGIMAP for SCHOOLS independently.</p> <p>&gt; Pupils can read and create keys independently with confidence.</p> <p>&gt; Pupils have a good knowledge of most OS map symbols.</p> <p>&gt; Pupils have an understanding of the geographical concept of</p> |

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| <p>similarities and differences between life in this country and life in other countries, drawing on appropriate maps and stories, non-fiction texts.</p> <p><b>Reception</b><br/>&gt;draw information from a simple map.</p> <p><b>3-4 year olds MATHS</b><br/>&gt;understand position through words alone<br/>&gt;Describe a familiar route<br/>&gt;discuss routes and locations using words like 'in front' and 'behind'.</p> | <p>simple plan of their classroom and label key features, including North.</p> <p>&gt; NC - Pupils use simple fieldwork and observational skills to study the geography of their school.</p> | <p>with support.</p> <p>&gt; Pupils aware of keys on maps.<br/>&gt; Pupils aware of some basic OS map symbols.<br/>&gt; Pupils use the four compass points with some confidence when giving directions.<br/>&gt; Pupils can create a basic map of the school grounds, labelling some key landmarks.<br/>&gt; Pupils can identify some human and physical features in the area being studied and label these on a simple OS map / Photograph / Plan.<br/>&gt; Pupils can plan a short route on an OS map of the local area.</p> <p>&gt; NC - Pupils 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.</p> | <p>compass points.</p> <p>&gt; Pupils are starting to use simple four figure grid references with some accuracy when referring to OS maps of an area being studied.<br/>&gt; Pupils begin to understand contour lines on an OS map.</p> | <p>understanding of the geographical concept of scale.</p> <p>&gt; Pupils use the four compass points confidently and are increasingly aware of the eight compass points, using these when describing where places are located.<br/>&gt; Pupils use simple four figure grid references with increasing accuracy when referring to OS maps of an area being studied.</p> | <p>of the geographical concept of scale.</p> <p>&gt; Pupils have a good knowledge of most of the common OS map symbols.<br/>&gt; Pupils use the eight compass points with some accuracy.<br/>&gt; Pupils are starting to use six figure grid references with increasing accuracy when referring to OS maps of an area being studied.<br/>&gt; Pupils make choices about enquiries and case studies with some support.<br/>&gt; Pupils can plan fieldwork tasks related to their area of focus.<br/>&gt; Pupils conduct fieldwork accurately and safely with support.</p> | <p>scale.</p> <p>&gt; Pupils use the eight compass points with accuracy.<br/>&gt; Pupils use six figure grid references accurately.<br/>&gt; Pupils make independent choices about enquiries and case studies.<br/>&gt; Pupils can plan fieldwork tasks related to their area of focus.<br/>&gt; Pupils conduct fieldwork accurately and safely with increasing independence.<br/>&gt; Pupils follow maps around trails with increasing independence.</p> |
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