

LifeFull Schools Geography Concepts Progression

Informed by National Curriculum, these concepts will repeat and be revisited over each year group so that children's understanding deepens as progress through the school.

	Autumn term	Spring term	Summer term
Nursery	Understanding the World: The Natural World NW 2: They begin to describe what they see, smell, hear and feel. NW3: They show care, concern and understand the need to respect the natural environment and living things. They begin to help look after plants and wildlife.	Understanding the World: The Natural World NW 5: They know how to plant seeds/bulbs and how to care for them. They make predictions about what may happen as the seasons change/ plants grow. NW 6: Children are using newly learnt language to discuss their findings	Understanding the World: The Natural World NW 7: Children make observations of animals and plants. They notice similarities and differences in relation to objects, materials/ living things. NW 8: Begin to explain why some things occur and talk about changes. NW 9: They can communicate what they see and make observations. They describe, identify and observe animals in their natural environment. Communication and Language: Speaking S8: Children ask a range of questions e.g. when, where, what etc. They understand how to answer 'why' questions.
Reception	NW 2: Children begin to explain why some things occur and talk about changes. NW 3: They can communicate what they see and make observations.	NW 6: Children explore and know about some natural processes and changes that happen	Understanding the World: The Natural World

	They describe, identify and observe animals in their natural environment.	Children can name a range of equipment, e.g. magnifying glass etc.	NW ELG: They explore the natural world around them, making observations and drawing pictures of animals and plants. NW ELG: Children 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. NW ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Communication and Language: Speaking S 2: They ask a range of questions e.g. when, where, what etc. Children understand how to answer 'why' questions. S ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
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KS1	Locational knowledge • They show an awareness of places beyond their own locality • Locate the 4 countries of the UK and their capital cities • They name and locate the world's 7 continents & 7 oceans.	Place knowledge • They describe features of places, and recognise and make observations about those features that give places their character.	Human and physical geography • They describe physical and human features of places. • They begin to use appropriate geographical vocabulary (beach, village, city etc) •	Geographical fieldwork • Pupils show their knowledge, skills and understanding in studies at a local scale. • They express views on the environment of a locality and recognise how people affect the environment. • Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area • Carry out a simple survey of the school or local area (e.g. weather)	Geographical investigation skills • They carry out simple tasks and select information using resources that are given to them. • They use this information and their own observations to help them ask and respond to questions about places and environments.	Map work • They can find information on aerial photographs. I know that maps give information about the world (where and what?). • They can recognise simple features on maps such as buildings, roads and fields. • They can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.
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LKS2	Locational knowledge - Pupils show their developing knowledge and understanding of different localities - Pupils can locate places on maps - European countries and cities.	Place knowledge - Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. - They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there.	Human and physical geography Pupils recognise that people seek to improve and sustain environments.	Geographical fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.	Geographical investigation skills - They offer simple reasons for their observations and views about these places and environments. - They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.	Map work: - They can use atlases, maps and globes. - They can use maps at more than one scale. - They make and use simple route maps. - They can locate photos of features on maps. - They can recognise some patterns on maps and begin to explain what they show. - They can explain what places are like using maps at a local scale

UKS2	Locational knowledge (locating places on maps) ● Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. ● Locate cities and countries in North & South America	Place knowledge (what the place is like) ● They use their knowledge to describe physical and human characteristics of places within a wider locational and contextual framework.	Human and physical geography ● Pupils understand that people can both improve and damage the environment. ● Pupils describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. ● Pupils offer reasons for their own views about environmental change and recognise that other people may hold different views. ● Pupils understand some ways that human activities	Geographical fieldwork ● Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality, and make comparisons with old maps and photographs. ● Use fieldwork to study and present	Geographical investigation skills ● Pupils suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary. ● They select and begin to evaluate sources to establish evidence for their investigations. ● They describe and begin to explain geographical patterns. ● Drawing on their knowledge and understanding, pupils suggest relevant geographical questions and use appropriate	Map work: ● I can relate maps to each other and to vertical aerial photographs. ● They can follow routes on maps saying what is seen. ● They can use the index and contents page of atlas. ● They can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. ● They can appreciate different map projections. ● They can interpret distribution maps and use thematic maps for information ● They can follow a route on 1:50 000
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			cause environments to change. ● Pupils demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change.	information about a local river	geographical skills to investigate places and environments. ● They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary. ●	Ordnance Survey map and use grid references to describe a location
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Useful reference material -

<https://www.olivehackney.com/wp-content/uploads/2022/03/Geography-Primary-Curriculum-Progression-Map-FINAL-21.02.22.pdf>

Underlying threads

Migration

Pollution

Globalisation