

Banister Primary School
Geography Progression
EYFS, Key Stage 1 & 2

EYFS				
	Where we Live and People in Our community	Comparing animal habitats	Comparing life in this country to other countries	End point
Vocabulary	Southampton, home, city, bus, walk, cycle, bike, train, bus, map	hot, cold, similar, different, adapt	same, different, map, material, house, school, manmade, natural,	
Local Knowledge	Know where they live Know how they travel to school		<i>Know where they live</i> <i>Know how they travel to school</i>	Children will be able to know where they live and explain how they travel to school.
Place Knowledge	Talking about places they have been to Talk about places in stories Using language that relates to place	Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos	<i>Talk about some of the differences they notice when they are in different places</i> <i>Talk about places when looking at books and watching tv/videos</i>	Children will be able to talk about: Places they have been to. Places they have heard about in stories. Differences they notice in different places. Places when watching videos or during story time.
Human and Physical Geography		Recognise elements of their environment that are manmade and natural	<i>Recognise elements of their environment that are manmade and natural</i>	Children will be able to recognise things that are manmade or natural in their environment.
Geographical Skills and Fieldwork	Make maps from stories Follow simple maps in play	<i>Make maps from stories</i> <i>Follow simple maps in play</i>	<i>Make maps from stories</i> <i>Follow simple maps in play</i>	Children will be able to: Make simple maps from stories. Follow simple maps during their play.

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Year 1

	Topic 1 Where do I live?	Topic 2 Are villages different to cities?	Topic 3 Is everywhere on Earth the same?	End point
Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, world map, coast, beach, season and weather; 4-point, direction, North, East, South, West, tally chart, pictogram	cliff, forest, hill, village, factory, farm, house, river, soil, valley, vegetation, season, farming, weather, <i>tally chart</i> , <i>pictogram</i> , North, East, South, West	Office, port, harbour and shop. mountain, sea world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Use vocabulary to describe human and physical features covered in their local area
Locational Knowledge	I can recognise Southampton is a city in England	<i>Begin to name and locate the four countries within the UK and its surrounding areas.</i>	Name and the seven continents	Children will begin to be able to: Name and locate the seven continents Name and locate the four countries within the UK and its surrounding areas. Begin to use vocabulary to demonstrate their current understanding of locational knowledge.
Place Knowledge	I can begin to understand my local area.	I can make comparisons between Southampton and another place in my local area.	Begin to make comparisons between Southampton and a city in another country. Begin to make comparisons between the UK and another country in the world.	Children will begin to be able to: Begin to make comparisons between Southampton and a city in another country. Begin to make comparisons between the UK and another country in the world. Begin to use key vocabulary to demonstrate knowledge of place knowledge.
Human and Physical Geography	I can take part in a daily weather chart in class.	<i>Begin to identify seasonal and daily weather patterns in the UK</i> I can understand the difference between human and physical features. I can begin to identify human and physical features in my local area.	Begin to identify the location of hot and cold places in relation to the Equator and the North and South Pole.	Children will begin to be able to: Identify seasonal and daily weather patterns in the UK Identify the location of hot and cold places in relation to the Equator and the North and South Pole. Use basic vocabulary to refer to key physical features. Use vocabulary to refer to key human features.

Geographical Skills and Fieldwork	<p>Begin to use maps. Begin to use compass directions. Begin to use locational and directional language.</p>	<p>Begin to collect data. Begin to use fieldwork to study key human and physical features in their surrounding area <i>Begin to use maps.</i> <i>Begin to use compass directions.</i> <i>Begin to use locational and directional language.</i></p>	<p><i>Begin to create simple maps with symbols.</i> <i>Begin to use maps.</i> <i>Begin to use compass directions.</i> <i>Begin to use locational and directional language.</i></p>	<p>Children will be able to: Begin to use maps. Begin to use compass directions. Begin to use locational and directional language. Begin to create simple maps with symbols. Begin to use fieldwork to study key human and physical features in their surrounding area Begin to use vocabulary to demonstrate their understanding of geographical skills and fieldwork.</p>
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Year 2

	Topic 1 Where are we?	Topic 2 Why does the Earth look like this from space?	Topic 3 Is it better to live somewhere hot or cold?	End point
Vocabulary	Country, England, Wales, Scotland, Northern Ireland, The UK, Great Britain. Capital, Digital map, capital city, London, Belfast, Cardiff, Edinburgh, capital city, sea, beach, hill, mountain, key, map, symbols, direction, position	<i>world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 4-point, direction, North, East, South, West, aerial view, key, map, symbols, direction, position,</i>	Equator, North and South Pole, Atlas, 4-point, direction, North, East, South, West, aerial view, key, map, symbols, direction, position,	
Local Knowledge	Name and locate the four countries within the UK and its surrounding areas. Identify key characteristics of the countries and capital cities within the UK.	<i>Name and the seven continents and five oceans.</i>		Children will be able to: Name and the seven continents and five oceans. Name and locate the four countries within the UK and its surrounding areas. Identify key characteristics of the countries and capital cities within the UK. Use vocabulary to demonstrate their current understanding of locational knowledge.
Place Knowledge			Compare the UK and another country in the world.	Children will be able to: Compare Southampton and a city in another country. Compare the UK and another country in the world. Use key vocabulary to demonstrate knowledge of place knowledge.
Human and Physical Geography	Identify seasonal and daily weather patterns in the UK	Identify the location of hot and cold places in relation to the Equator and the North and South Pole.	<i>Identify the location of hot and cold places in relation to the Equator and the North and South Pole.</i> -	Children will be able to: Identify seasonal and daily weather patterns in the UK Identify the location of hot and cold places in relation to the Equator and the North and South Pole. Use basic vocabulary to refer to key physical features. Use vocabulary to refer to key human features.
Geographical Skills and Fieldwork	Use compass directions and locational and directional language to describe the location of features and routes on a map. Create simple maps and use and construct basic symbols in a key. Use fieldwork to study key human and physical features in their surrounding area using a range of methods.	Use maps, atlases and globes to identify countries, continents and oceans that have been studied.	<i>Use maps, atlases and globes to identify countries, continents and oceans that have been studied.</i> <i>Use compass directions and locational and directional language to describe the location of features and routes on a map. Create simple maps and use and construct basic symbols in a key.</i>	Children will be able to: Use maps, atlases and globes to identify countries, continents and oceans that have been studied. Use compass directions and locational and directional language to describe the location of features and routes on a map. Create simple maps and use and construct basic symbols in a key.

				<p>Use fieldwork to study key human and physical features in their surrounding area using a range of methods.</p> <p>Use key vocabulary to demonstrate their knowledge and understanding.</p>
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Year 3

	Topic 1 What is Peru like?	Topic 2 Andes - How are mountains created?	Topic 3 Italy Is living by a volcano dangerous?	End point
Vocabulary	longitude, latitude, border, bordering countries, mountain, climate, river, country, town, landmark, seas, equator, urban, rural, population	mountain, hills, physical features, human features, key, symbol, land use,	landscape, feature, population, land use, : mantle, outer core, inner core, magma, volcano, active, dormant, extinct, settlement, settler, site, need, shelter, food industrial, agricultural, population	
Local Knowledge	<p>Begin to locate the world's countries, using maps to focus on South America.</p> <p>Begin to identify key environmental regions and key physical and human characteristics.</p> <p>Begin to identify the position and significance of latitude, longitude,</p>	<i>Begin to identify key environmental regions and key physical and human characteristics.</i>	<p><i>Begin to locate the world's countries, using maps to focus on South America.</i></p> <p><i>Begin to identify key environmental regions and key physical and human characteristics.</i></p>	<p>Children will be able to:</p> <p>Begin to locate the world's countries, using maps to focus on South America.</p> <p>Begin to identify key environmental regions and key physical and human characteristics.</p> <p>Begin to 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</p> <p>Use vocabulary to demonstrate their understanding within local knowledge.</p>
Place Knowledge	<p>Understand geographical similarities and differences between the UK and a South American country.</p> <p>Recognise some differences and similarities between the UK and a region of South America including physical and human geography.</p>		<i>Understand geographical similarities and differences.</i>	<p>Understand geographical similarities and differences between the UK and a South American country.</p> <p>Recognise some differences and similarities between the UK and a region of South America including physical and human geography.</p> <p>Use vocabulary to demonstrate their understanding of place knowledge.</p> <p>Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>
Human and Physical Geography	Begin to recognise physical geography including	<i>Begin to recognise physical geography including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle</i>	Begin to recognise physical geography including: <i>climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle</i>	<p>Begin to recognise physical geography including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle</p> <p>Begin to describe and understand Human geography including: types of settlement and land use.</p>

		<i>Begin to describe and understand Human geography including: types of settlement and land use.</i>	<i>Begin to describe and understand Human geography including: types of settlement and land use.</i>	Use vocabulary to demonstrate an understanding of human and physical geography. mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.
Geographical Skills and Fieldwork	<p>Begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Begin to use symbols and keys including the use of Ordnance Survey maps.</p> <p>Begin to use fieldwork to observe and present the human and physical features in the local area using</p>	<p><i>Begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Begin to use symbols and keys including the use of Ordnance Survey maps.</i></p>	<p><i>Begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Begin to use symbols and keys including the use of Ordnance Survey maps.</i></p>	<p>Children will:</p> <p>Begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Begin to use symbols and keys including the use of Ordnance Survey maps.</p> <p>Begin to use fieldwork to observe and present the human and physical features in the local area</p> <p>Begin to use key vocabulary to demonstrate knowledge and understanding in this strand</p>

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Year 4

	Topic 1 Egypt – rivers and the water cycle	Topic 2 Brazil - Rainforests and deforestation	Topic 3 Earthquakes and Tsunamis	End point
Vocabulary	water cycle, evaporation, condensation, precipitation, cooling, filter, evaporation, settlement, settler, site, need, shelter, food	pollution, tropics, deforestation, Amazon rainforest, industrial, agricultural. climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,	earthquake, epicentre, shock wave, magnitude, tsunami	
Local Knowledge	<p>Locate the world's countries, using maps.</p> <p>Identify key environmental regions and key physical and human characteristics.</p> <p>Identify the position and significance of latitude, longitude,</p>	<p><i>Locate the world's countries, using maps.</i></p> <p><i>Identify key environmental regions and key physical and human characteristics.</i></p> <p><i>Identify the position and significance of latitude, longitude,</i></p>	<p><i>Locate the world's countries, using maps.</i></p> <p><i>Identify the position and significance of latitude, longitude,</i></p>	<p>Children will be able to: Locate the world's countries, using maps to focus on South America. Identify key environmental regions and key physical and human characteristics. 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 Use vocabulary to demonstrate their understanding within local knowledge.</p>
Place Knowledge	<p>Understand geographical similarities and differences between the UK and a South American country.</p> <p>Explore differences and similarities between the UK and another country including physical and human geography.</p>	<p><i>Explore differences and similarities between the UK and a region of South America including physical and human geography.</i></p>		<p>Understand geographical similarities and differences between the UK and a South American country. Explore differences and similarities between the UK and a region of South America including physical and human geography. Use vocabulary to demonstrate their understanding of place knowledge.</p>
Human and Physical Geography	<p>Begin to recognise physical geography Begin to describe and understand Human geography Use vocabulary to demonstrate an understanding of human and physical geography.</p>	<p><i>Begin to recognise physical geography including: Begin to describe and understand Human geography including: types of</i></p>	<p><i>Begin to recognise physical geography including: Begin to describe and understand Human geography including: types of</i></p>	<p>Begin to recognise physical geography including: Begin to describe and understand Human geography including Use vocabulary to demonstrate an understanding of human and physical geography.</p>
Geographical Skills and Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and keys including the use of Ordnance Survey maps.</p>	<p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and keys including the use of Ordnance Survey maps.</i></p>	<p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>	<p>Children will: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

	<p>Use fieldwork to observe and present the human and physical features in the local</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p><i>Use fieldwork to observe and present the human and physical features in the local area using</i></p> <p><i>Use key vocabulary to demonstrate knowledge and understanding in this strand:</i></p>	<p><i>Use symbols and keys including the use of Ordnance Survey maps.</i></p> <p><i>Use fieldwork to observe and present the human and physical features in the local area</i></p> <p><i>Use key vocabulary to demonstrate knowledge and understanding in this strand:</i></p>	<p>Use symbols and keys including the use of Ordnance Survey maps.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand:</p>
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Year 5

	Topic 1 Coastal Erosion	Topic 2 Mapping the UK	Topic 3 Time zones and biomes	End point
Vocabulary	town, coast, erosion, deposits, stack, crack, cave, arch, stump,	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, mountains, and rivers, and land-use patterns	Prime/Greenwich Meridian and time zones	
Local Knowledge	Begin to use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;	Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.	
Place Knowledge	Understand geographical similarities and differences between the UK and Romania.		Understand geographical similarities and differences between the UK and other countries in the world.	
Human and Physical Geography	Understand can describe physical and human geography relating to coastal erosion.			
Geographical Skills and Fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features 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;	use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; Recognise sources of renewable energy in the UK Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;		

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Year 6

	Topic 1 Island life	Topic 2 How did WW2 change Europe's geography?	Topic 3 What have I learnt at Banister?	End point
Vocabulary	settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency	land use, settlement, economy, natural resources		
Local Knowledge	Apply knowledge of longitude and latitude to give a contextual understanding.	Use maps to recognise how Europe (including Eastern Europe) has changed over time, including human and physical features.		
Place Knowledge	Apply understanding of geographical similarities and differences.	<i>Apply understanding of geographical similarities and differences.</i>		
Human and Physical Geography	Describe and apply their understanding of human and physical geography,	Recognise how the war affected types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;		
Geographical Skills and Fieldwork	Use four and six-figure grid references, symbols and a key.	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;		