



Primary Progression Map for Key Concepts/Big Ideas of Geography: Space and Scale

	EYFS	KS1	Y3/4	Y5/6
Space & Scale	Name and identify: - Their home - Their school - Their village/town/city - Their country Identify forward, backward, left and right	Name and identify/locate: - North and South Poles, - Equator, 4 Compass points N, S, E, W 7 continents, 5 oceans. 4 countries of UK - Capitals of UK - UK surrounding seas - Where they live	In addition to KS1 name and identify/locate: N. & S. hemispheres, - Tropics Cancer & Capricorn, - Arctic and Antarctic Circle, 8 Compass points, 4 figure grid references. - Key countries studied (Including capitals of these), - Key European countries (Including capitals of these) - Regions of Americas, - Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) - Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)	In addition to KS1 and Yr3/4 name and identify/locate: - Latitude and, longitude, - Prime / Greenwich Meridian & time zones, 8 Compass points, 6 figure grid references. Continue to extend: - Key countries studied (Including capitals of these), - Key European countries (Including capitals of these) - Regions of Europe, other continents studied - Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) - Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)
Possible Questions	- Where is it? - What is it like?	Continent- Which continent is it in? Oceans and seas – Which oceans and seas are nearby? Weather- What is the weather like there? Is it hot or cold there? Is it near the Equator or the poles? Who and What – Who (people) and what (animals and plants) live there? See – What would we see there? What is natural? What has been made by humans? - What is your address? - What country do they live in? What is the capital? - Can you describe a given place (non-European)?	Hemisphere – Which hemisphere is it in? Other places – where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? Time zone – Which timezone (s) is it in? Climate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) Us – Where is it in relation to our village/town/city/county/country? Bodies of water – Which bodies of water are nearby? - How is it similar/different to other places? - How am I linked with people and environments in other places?	- See Y3/4 - Where are things located in this place? (developing the concepts of order and pattern?) - What biome(s) is this place located in?



Primary Progression Map for Key Concepts/Big Ideas of Geography: Physical

	EYFS	KS1	Y3/4	Y5/6
Physical	- Identify things in a location that are living (not human made) - Describe the weather and name different types of weather - Identify how the weather changes what they do - Start to identify and name physical features such as those listed in KS1	- Identify, describe and understand key aspects of - seasonal & daily weather patterns (UK & local scales). - hot & cold areas of the world - Identify, describe and understand key physical features such as: hill, stream, slope, river, lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley, season, weather - Identify the basic biomes (water/aquatic, land/terrestrial)	- Describe, understand and compare key aspects of: - climate zones, - biomes, (aquatic, desert, forest, tundra, grassland) - vegetation belts, - rivers, - mountains, - volcanoes, - earthquakes, - water cycle - coasts - distribution of natural resources:	
Possible Questions	- How do you get to school? - What do you see on your journey? - Can you describe what you can see? What is the weather like today?	- What season is it now? How do we know? - What is your address? - What key physical features can they see in the place they live e.g. river, hills etc? - Can you describe a given place (non-European)? - Can you describe features associated with an island? - Can you find the longest/shortest route? - What makes a locality special?	- How are earthquakes created? - Why is France a popular holiday destination? - What are the main features of a village? - What are the key differences between cities and villages? - Why do people's lives vary due to the weather? Why does a locality have certain physical features?	



Primary Progression Map for Key Concepts/Big Ideas of Geography

		EYFS	KS1	Y3/4	Y5/6
Change & Sustainability	Change & Human	- Identify how a place has changed - Identify how people have changed a place or feature	- Explain how some people spoil an area - Explain how some people try to make an area better	- Suggest ways a location could be changed and/or improved - Explain how a location has changed over time (physical and human elements) - Explain how people are trying to manage and sustain or improve their environment	- Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features - Identify ways in which humans have both improved and damaged the environment and suggest responses - Explain how some human activity has caused damage to the environment
	Personal Viewpoint	- Identify which bits of a place they like - Identify which bits of a place they don't like or feel worried or unhappy in	- Say what they like about their locality - Say what they don't like about their locality - Say what they like about another locality - Say what they don't like about another locality	Identify different viewpoints on a geographical issue or feature	- Explain why people may have different viewpoints on a geographical issue or feature - Explain why people are attracted to live by specific geographical (physical and human) features - Explain the negative impact of living by specific geographical (physical and human) features
Possible Questions	Change & Human Impact		- What has changed? - What caused a change? - How are people trying to make something better?	- How has a locality changed over time? - What are the different views about an environmental issue? - How could a locality be changed and improved? - What might it be like in a locality in the future?	- How has a locality changed over time? - How can people manage their environment? - How do people affect the area – positively or negatively? - How can natural resources be sustained? - How is it linked to other places? - How has human activity caused an environment to change?
	Personal Viewpoint		What do you like/dislike about a locality?	- Why might people be attracted to live bye.g. rivers, coasts? - Why are people attracted to live in cities? Or villages?	How could a locality be changed and improved?



Primary Progression Map for Key Concepts/Big Ideas of Geography: Human

	EYFS	KS1	Y3/4	Y5/6
Human	- Identify things in a location that have been made by people - Identify a journey they go on - Start to identify and name features such as those listed in KS1	Identify, describe and understand key human features such as: house, bungalow, flat, detached, semi-detached, terrace, shop, park, village, city, town, village, capital, building, factory, farm, factory, office, canal, railway, transport (and types), bridge, tunnel, roads, motorway, station, airport, port, harbour	Describe, understand and compare key aspects of: - types of settlement, - land use, - economic activity, - trade links, - energy types and usage, - food,	
Possible Questions		- What facilities might a town or village need? - What types of buildings/housing is in this locality? - What might they wear if they lived in a very hot or very cold place?	- What types of buildings/housing is in this locality? - What is the infrastructure like e.g. roads, railways, facilities, electricity? - Why does a locality have certain human features? - How do people use the key features of the land? How are people trying to manage their environment?	- How does a location fit into its wider geographical location with reference to human and economical features? - What might a place be like in the future, taking account of issues impacting on human features? - What are the key imports /exports for a locality?