



Chelmondiston C of E Primary School
Big Ideas Progression in Geography



Subject Intent: Our Geography curriculum has been designed to enable the children to gain an understanding of both the Earth’s physical processes, including the formation of landscapes and environments, and the place of people within these. They will develop an understanding of local, national and global locations and have the opportunity to compare these. To develop their understanding and recognise their responsibility as citizens of the world, the children will also explore the impact of humanity on the environment.

Big Idea: Location

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) 	<ul style="list-style-type: none"> I can use simple observational skills to study the geography of the school and its grounds. 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. I can name, locate and identify characteristics of the seas surrounding the 	<ul style="list-style-type: none"> I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. I can use the 8 points of a compass. I can make plans and maps using symbols and keys. I can name and locate the cities of the UK. 	<ul style="list-style-type: none"> I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes and earthquakes. I can explore features on OS maps using 6 figure grid references. I can draw accurate maps with more complex keys. I can recognise the different shapes of continents. I can show where countries are within Europe, including 	<ul style="list-style-type: none"> I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. I can identify and describe the significance of the Prime/ Greenwich Meridian and time zones including day and night. I can identify the physical characteristics and key topographical features of the 	<ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can 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. I can understand and use a widening range of geographical terms such as

Chelmondiston C of E Primary School

			United Kingdom.		Russia.	<p>countries within North America.</p> <ul style="list-style-type: none"> I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. 	<p>urban, rural, land use, sustainability, tributary, trade links.</p> <ul style="list-style-type: none"> I can use maps, charts etc. to support decision making about the location of places. I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
--	--	--	-----------------	--	---------	--	--

Big Idea: Interpretation

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing 	<ul style="list-style-type: none"> I can make simple maps and plans. I can suggest ideas for improving the school environment. 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	<ul style="list-style-type: none"> I can recognise that different people hold different views about an issue and can begin to understand some of the 	<ul style="list-style-type: none"> I can understand the effect of landscape features on the development of a locality. I can describe how people have 	<ul style="list-style-type: none"> I can understand about weather patterns around the World and relate these to climate zones. I can understand why people seek 	<ul style="list-style-type: none"> I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

Chelmondiston C of E Primary School

	knowledge from stories, non-fiction texts and – when appropriate – maps. (ELG)		continents and oceans studied <ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	reasons why. <ul style="list-style-type: none"> I can communicate findings in appropriate ways I can make more detailed fieldwork sketches/ diagrams. I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. 	been affected by changes in the environment. <ul style="list-style-type: none"> I can explain about key natural resources e.g. water in the locality. 	to manage and sustain their environment.	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
--	--	--	--	---	---	--	---

Big Idea: Comparison

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing knowledge from stories, non-fiction texts and – when appropriate – maps. (ELG) 	<ul style="list-style-type: none"> I can name, describe and compare places I know. 	<ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. I can understand geographical similarities and differences through studying the human and 	<ul style="list-style-type: none"> I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. I can explain about weather conditions / patterns around the UK and parts of Europe. I can understand why there are similarities and 	<ul style="list-style-type: none"> I can understand why there are similarities and differences between places. 	<ul style="list-style-type: none"> I can explain how rivers erode, transport and deposit materials. I can understand how humans affect the environment. I can explain about changes the to the World environment. 	<ul style="list-style-type: none"> I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. I can understand geographical similarities and differences

Chelmondiston C of E Primary School

			physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	differences between places. <ul style="list-style-type: none">• I can show some sense of how places relate to each other.			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.
--	--	--	--	---	--	--	--