Coleham Primary School GEOGRAPHY Progression (cumulative knowledge) 2024-25

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LOCATIONAL KNOWLEDGE	***LOCAL AREA*** • To draw information from simple maps. • To know some features of Shrewsbury and the local areas of Coleham. • To explore the geography of the school site.	***THE UK*** • To name, locate and identify characteristics of the four countries and capital cities of the UK. • To name, locate and identify characteristics of the seas around the UK.	***WIDER WORLD*** • To name and locate the world's 7 continents and 5 oceans. • To name and locate on a map, some major UK cities in relation to Shrewsbury.	***EUROPE & UK FEATURES*** • To name and locate some major European countries, their capital and their flags. • To name and locate some key topographical features of the UK: major rivers (and the cities they flow through), hills, coasts and mountains.	***N. AMERICA & UK*** • To name and identify North American countries, their capitals/major cities and flags. • To name and locate some major UK cities, including capitals and some counties found in the UK.	***WIDER WORLD*** • To develop a greater understanding of the wider world: names and locations of 5 oceans, major seas, 7 continents and the countries and cities within. • To identify the position and significance of hemispheres and the major lines of latitude and their importance: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles • To identify and position the Prime/Greenwich Meridian and time zones. Day/night.	***WIDER WORLD – EUROPE NORTH & SOUTH AMERICA*** • To name, locate and explore countries in Europe. Identify their flags, capital cities, environmental regions and key physical and human characteristics. • To name and locate countries in South America. Identify their flags, capitals, other major cities, environmental regions, and key physical and human characteristics.
PLACE KNOWLEDGE	***PLACES THAT ARE NOT SHREWSBURY*** • Recognise some similarities and differences between life in this country and life in other countries	***SHREWSBURY*** • To describe the geographical features of Shrewsbury.	***SHREWSBURY v NON-EUROPEAN REGION*** • To look at similarities and differences in human and physical geography in Shrewsbury and a contrasting non-European country.	***SHROPSHIRE v A EUROPEAN REGION*** • To compare geographical features and the climate of Shropshire as a county to a region in a European country (Sicily).	***LAKE DISTRICT v SHROPSHIRE*** • To understand similarities and differences between The Lake District and Shropshire	***SHREWSBURY LAND USE OVER TIME*** • To explore how the use of land in Shrewsbury has changed and is changing and ask questions.	***UK v SOUTH AMERICAN COUNTRY*** • To understand geographical similarities and differences through the study of the human and physical geography of a South American country.
HUMAN & PHYSICAL GEOGRAPHY	***CHANGES TO PLACES*** • To recognise some environments that are different from the one in which they live • To explore the natural world and understand the effect of the changing seasons. • To know that things change over time in a place and think about how and why.	***UK SEASONS & WEATHER*** • To identify and describe the changes in the UK seasons and weather. • To identify hot and cold places on the Earth. • Use basic geographical vocabulary such as hill, mountain, sea, ocean, beach, cliff, season, weather, city, town.	***ANTARCTICA*** • To describe the climate and features of Antarctica. • Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use geographical vocabulary to refer to key physical and human features.	***MOUNTAINS, VOLCANOES & HUMAN SETTLEMENTS*** • To know about volcanoes, mountains and earthquakes: identify the world's main mountain regions and volcanoes. • To understand why certain places are settled by people (eg: Nile Delta).	***WATER CYCLE, RIVERS, ECONOMY*** • To explain the water cycle. • To describe and understand key aspects of rivers and know about the use of water as a resource. • To describe and understand economic activity (tourism) in Shrewsbury and The Lake District	***CLIMATE ZONES & NATURAL RESOURCES*** • To understand climate zones around the word (in relation to lines of latitude), vegetation belts and biomes. • To explore natural resources (energy and food) and their distribution.	***S. AMERICAN ECONOMIES, TRADE MOUNTAIN RANGES*** • To understand the economies of South American countries including trade, their natural resources and their exports to the world. • To describe and understand formation of world mountains using knowledge of plate tectonics.
ECO-FOCUS	***CARING FOR OUR ENVIRONMENT*** • To know that we need to care for our environment.	***SAVING ENERGY*** • To explore ways to save energy.	***RECYCLING*** • To explore recycling.	***PLASTICS & POLLUTION*** • To explore the use of plastics and the impact of pollution.	***WATER AS A RESOURCE*** • To explore ways to save water.	***SUSTAINABLE ENERGY*** • To describe and understand key aspects of natural resources of energy.	***CLIMATE CHANGE*** • To explore climate change.
GEOGRAPHY SKILLS AND FIELDWORK	• To observe people, plants and animals in the local area • To talk about what they have noticed • To record some observations of the local area To talk about why things happen and how.	• To use atlases, maps and globes. • To use simple compass directions (N, S, E, W) • To use aerial photographs and plans to recognise landmarks and basic human and physical features. Orienteering in PE. • To construct simple maps with basic symbols in a key. • To carry out simple fieldwork in the school grounds and surrounding environment, • To use terminology to describe physical features: o beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • To use terminology to describe human features: o city, town, village, factory, farm, house, office, port, harbour and shop.		• To use atlases, maps, globes and digital/computer mapping to explore the world. • To use the 8-points of the compass • To use aerial photographs and plans to recognise landmarks and basic human and physical features. Orienteering in PE. • To use the features of OS maps, including four figure grid references, symbols and keys, to build knowledge of the UK. • To use fieldwork to observe, measure and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.		• To use atlases, maps, globes and digital/computer mapping to explore the world. • To use the 8-points of a compass. • To use aerial photographs and plans to recognise landmarks and basic human and physical features. Orienteering in PE. • To use the features of OS maps, including four and six-figure grid references, symbols and keys to further build knowledge of the UK and the wider world. • To 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.