



Bollington St John's CE  
Primary School

**Bollington St John's Curriculum**  
**Geography- IPC Progression Document**

<u>EYFS</u>	<u>Milepost 1</u>	<u>Milepost 2</u>	<u>Milepost 3</u>
Learning Strand 3: Enquiring about People and the World: People	1.01 Know about the main physical and human features of particular localities	2.01 Know how particular localities have been affected by human activities	3.01 Know that the study of geography is concerned with places and environments in the world around them
3.6b Exploring houses and homes in the wider world	1.02 Know about similarities and differences between different localities	2.02 Know how particular localities have been affected by natural features and processes	3.02 Know about the main physical and human features and environmental issues in particular localities
3.7b Asking questions, experimenting with ideas and finding out about the wider world	1.03 Know about how land and buildings are used in particular localities	2.03 Know how the nature of particular localities affect the lives of people	3.03 Know about similarities and differences between particular localities
3.15b Exploring significant features of the wider world including oceans, deserts, mountains and forests	1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there	2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there	3.04 Know how the features of particular localities influence the nature of human activities within them
3.22b How to look after natural resources and have a proactive attitude towards sustainability	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context	2.05 Be able to use geographical terms	3.05 Know about recent and proposed changes in particular localities
3.11b Classifying and comparing objects in the natural world	1.06 Know that people can harm or improve the environment	2.06 Be able to describe the main geographical features of the area immediately surrounding the school	3.06 Know about the major geographical features of the host country
3.13b Exploring the effects of weather and seasons	1.07 Be able to use geographical terms	2.07 Be able to make simple maps and plans of familiar locations	3.07 Know about the geography of the area around the school
3.16b Planning investigations involving nature; researching, making predictions and drawing conclusions	1.08 Be able to follow directions	2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities	3.08 Know about the major geographical features of their home country
3.17b Exploring Earth and space	1.09 Be able to describe the geographical features of the school site and other familiar places	2.09 Be able to use secondary sources to obtain geographical information	3.09 Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of people living there
	1.10 Be able to make maps and plans of real or imaginary places, using pictures and symbols	2.10 Be able to express views on the features of an environment and the way it is being harmed or improved	3.10 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country	2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features	3.11 Know how people affect the environment

<p><b>3.18b Representing the environment through maps, plans, drawings, photographs and diagrams</b></p> <p><b>3.19b Exploring wildlife habitats</b></p>	<p><b>1.12 Be able to use secondary sources to obtain simple geographical information</b></p> <p><b>1.13 Be able to express views on the attractive and unattractive features of an environment</b></p> <p><b>1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways</b></p>	<p><b>2.12 Understand how places fit into a wider geographical context</b></p> <p><b>2.13 Understand that the quality of the environment can be sustained and improved</b></p>	<p><b>3.12 Be able to enquire into geographical factors and their effects on people's lives</b></p> <p><b>3.13 Be able to use a variety of sources to gather geographical information</b></p> <p><b>3.14 Be able to collect and record evidence to answer geographical questions</b></p> <p><b>3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</b></p> <p><b>3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</b></p> <p><b>3.17 Be able to use instruments and make measurements</b></p> <p><b>3.18 Be able to use appropriate techniques to gather information</b></p> <p><b>3.19 Be able to make plans and maps in a variety of scales using symbols and keys</b></p> <p><b>3.20 Be able to use and interpret globes and maps in a variety of scales</b></p> <p><b>3.21 Be able to use maps in a variety of scales to locate the position and geographical feature of the host country and town, their home country and town, other countries and towns in which they and their peers have lived</b></p> <p><b>3.22 Be able to explain how physical and human processes lead to similarities and differences between places</b></p> <p><b>3.23 Be able to explain how places are linked through movement of goods and people</b></p> <p><b>3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways</b></p> <p><b>3.25 Understand how localities are affected by natural features and processes</b></p> <p><b>3.26 Understand how and why people seek to manage and sustain their environment</b></p> <p><b>3.27 Understand how the geographical features of the host country affect the lives of the people who live there</b></p>
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**Bollington St John's Curriculum**  
**Geography- National Curriculum Coverage**

\*See the NC14 Cross Reference Document which specifies which objectives are covered in each unit

<u>EYFS</u>	<u>Milepost 1</u>	<u>Milepost 2</u>	<u>Milepost 3</u>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>ELG</b></p> <p><b>People, Culture and Communities.</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory farm, house, office, port, harbour and shop</li> <li>• Use world maps, atlases and globes to</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land use patterns, and understand how some of these aspects have changed over time</li> <li>• 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 (including day and night)</li> <li>• Understand geographical similarities and differences 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</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land use patterns, and understand how some of these aspects have changed over time</li> <li>• 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 (including day and night)</li> <li>• Understand geographical similarities and differences 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</li> </ul>

<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>identify the United Kingdom and its countries, as well as the countries, continents, oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<p>South America</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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</li> </ul>	<p>South America</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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</li> </ul>
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