Areas of Knowledge Progression we have chosen to focus learning on.	EYFS	KS1	LK\$2	UKS2	KS3- A overview of what children learn in year's 7 - 9
Human and physical Geography 1	The Natural World Explore and make observations of the natural world. Similarities and difference in the natural world. Understand important process and changes, including seasons and changing states of matter. People, Culture and Community: Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. 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. 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.	B) Children can recognise different natural environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between natural environments (e.g. wood, river, mountain etc). C) Children can recognise different human environments in their locality and further afield and are able to use appropriate geographical		A) Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases & globes, to show understanding. Children will be able to use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes and describe how these physical conditions affect people and the environment in a range of places around the world. B) Children can identify, locate and describe and explain a range of processes associated with river, coast and mountain environments using appropriate geographical language. Children are able to explain how these environments change over time as a result of physical processes and human activity. These are able to compare and contrast environments from around the world. Children can describe and explain how the water cycle affects different environments and are able to recognise how people can affect parts of the water cycle through human actions. C) Children are able to locate, describe and explain where earthquakes and volcanoes occur around the world using developing geographical language & skills. They begin to understand the reasons for why these hazards occur and why some of them affect people and the environment more seriously in some parts of the world than others.	climate change and coasts; and human geography, including population, urbanisation, international development and natural resources. They learn how physical and human processes affect landscapes, environments and the climate, and how human activity relies on