

Geography Progression

	Knowledge and Understanding				Skills and Enquiry		
	UK and Local Area	World and Continents	Physical	Human	Skills (Map work)	Fieldwork	Enquiry
N	<ul style="list-style-type: none"> Know we live in different types of housing Know where we live Understand we live in London Is beginning to make sense of his/her own life-story and his/her family's history. Is continuing to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Understand there are different places on the globe Knows that there are different countries in the world and can talk about experiences they've seen in photos. Is continuing to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Begin to understand and know features of local environment (<i>parks, buildings</i>) Begin to use some geographical language: forest, sea, ocean, river Is beginning to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Talk about features of their school environment (<i>lunch hall, playground, office etc</i>) Begin to use some geographical language: city, house, shop Uses a wider range of vocabulary Talk about the difference in materials and changes he/she notices. 	<ul style="list-style-type: none"> Begin to use directional language e.g. near, far, next to, to describe location of features on map of the school Understands position through words alone with no pointing. Can describe a familiar route. Is able to discuss routes and locations using words like 'in front' and 'behind'. 	<ul style="list-style-type: none"> Use observational skills to identify features of their school Talks about what he/she sees, using a wide vocabulary. 	<ul style="list-style-type: none"> respond to simple closed questions Understands 'why' questions like 'why do you think the caterpillar got so fat?'
R	<ul style="list-style-type: none"> With help, locate London on a map Explores the natural world around him/her, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Understand there are different places on the globe (land and water) Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class. Is able to explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. 	<ul style="list-style-type: none"> Begin to describe some features of local environment (Clapham Common, Richmond Park, parks etc). Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter. Explores the natural world around him/her, making observations and drawing pictures of animals and plants. Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class. 	<ul style="list-style-type: none"> Understand there is a range of transport available locally Understand different transport serves different purposes Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. 	<ul style="list-style-type: none"> Use directional language e.g. near, far, next to, to describe a route through the school Is able to explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. Is able to draw information from a simple map. 	<ul style="list-style-type: none"> Make observations about where things are e.g. within school Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter. Explores the natural world around him/her, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> ask and respond to simple closed questions Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate,
Y1	<ul style="list-style-type: none"> Develop knowledge of the human and physical geography of a small area of the United Kingdom 	<ul style="list-style-type: none"> Understand there are different places on the globe (land and water) Understand the world is made up of countries and continents name and identify the 7 continents and 5 oceans on a marked map name at least one country in Europe, Africa and Asia. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> use images to recognise simple physical features of places studied at this stage compare human and physical features of a place in the UK with a non-European locality Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean <p>Comparison:</p> <ul style="list-style-type: none"> Compare human and physical features of a place in the UK with a contrasting non-European locality 	<ul style="list-style-type: none"> use images to recognise simple human features of places studied at this stage Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory, 	<ul style="list-style-type: none"> use simple compass directions and directional language to describe the location of features (e.g North, East, South, West, Near, far, left and right) and a route on roads around the school Can explore the local area and identify key features given to me Devise a simple map of roads around school 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use observational skills to study the key human and physical features of the local area surrounding the school 	<ul style="list-style-type: none"> ask simple geographical questions e.g. Where is it? What's it like? Make conclusions about why things are like they are

Y2	<ul style="list-style-type: none"> • Can locate the UK and the surrounding seas • Can name and locate the 4 countries of the United Kingdom and their capital cities • Compare knowledge of the human and physical geography of each of the 4 countries in the UK 	<ul style="list-style-type: none"> • Can name and identify the 7 continents and 5 oceans on an unmarked map • Name at least 2 countries in Africa, Asia and Europe 	<ul style="list-style-type: none"> • Uses images and aerial photographs to recognise physical features of places studied • Use basic geographical vocabulary to refer to key physical features, (as above and) including: river, soil, vegetation, • Describe and understand key features of rivers (source, mouth) 	<ul style="list-style-type: none"> • Uses images and aerial photographs to recognise human features of places studied • Use basic geographical vocabulary to refer to key human features, (as above and) including: city, town, village, port, harbour 	<ul style="list-style-type: none"> • Uses simple compass directions and directional language to describe features on a map or a route (e.g North, East, South, West, Near, far, left and right • Can explore an unknown area and identify key features given to me and independently • Begin to understand the need for a key • Begin to identify points (ABC) / features on a map (rivers of UK) 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Use observational skills to study the key human and physical features of the local area 	<ul style="list-style-type: none"> • Begin to ask / initiate geographical questions • Investigate places and themes at more than 1 scale • Begin to collect and record evidence • Make simple comparisons between features of different places
	<p>Comparison:</p> <ul style="list-style-type: none"> • Compare human and physical features of a place in the UK with another UK area. (e.g. city vs village). • Compare key human and physical features of each of the countries in the UK. 						

Y3	<ul style="list-style-type: none"> Can name and locate the 4 countries and capital cities of the United Kingdom Name and locate counties and cities of a geographical region in the United Kingdom Recognise human and physical characteristics, key topographical features, and land-use patterns of the United Kingdom Understand the difference between Great Britain, British Isles, England, United Kingdom 	<ul style="list-style-type: none"> Can name and locate Europe on a map Can name and locate several countries within Europe 	<ul style="list-style-type: none"> Describe and understand differences in climate around the World Identify seasonal and daily weather patterns in the UK Use basic geographical vocabulary to refer to key physical features, (as above and) including: season, weather 	<ul style="list-style-type: none"> Describe and understand key aspects of types of settlement and land use Describe and understand key aspects of the distribution of food Can use images and maps to recognise human features of places studied 	<ul style="list-style-type: none"> Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied. Understands that different symbols on a map have different meanings and use recognised (standard) symbols in own key Can use the 8 points of a compass 	<ul style="list-style-type: none"> Use aerial photographs, plan perspectives and satellite images to recognise landmarks and basic human and physical features Use fieldwork to measure, record and present human and physical features in the local area 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas Investigate places and themes at more than 1 scale Collect and record evidence with some aid Analyse evidence and begin to draw conclusions e.g. temperature of various locations and influence on everyday life
			Comparison: <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in Europe to the UK Begin to understand some of the interaction between physical and human processes 				
Y4	<ul style="list-style-type: none"> Name and locate counties and cities of a geographical region in the United Kingdom Recognise human and physical characteristics, key topographical features, and land-use patterns of the United Kingdom Understand how coast lines and cities/towns have changed over time 	<ul style="list-style-type: none"> Can name and locate North America on an unmarked map Can name and locate several countries within North America Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic, Prime/Greenwich Meridian + Time Zones 	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones 	<ul style="list-style-type: none"> Describe and understand key aspects of types of settlement and land use 	<ul style="list-style-type: none"> Begin to understand the meaning of OS symbols and use them to read maps Begin to identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics) Can read and record 4 figure grid references Can use the 8 points of a compass Begins to understand location time zones 	<ul style="list-style-type: none"> Use aerial photographs, plan perspectives and satellite images to recognise landmarks and basic human and physical features Use fieldwork to observe, measure, record and present human and physical features in a studied area 	<ul style="list-style-type: none"> Begin to suggest questions for investigating Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. why population distribution varies within countries Recognise others may think differently
			Comparison: <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in North America to the UK Establish an understanding of the interaction between physical and human processes 				
Y5		<ul style="list-style-type: none"> Can name and identify the 7 continents and 5 oceans on an unmarked map Can name and locate South America on an unmarked map Can name and locate several countries within South America Can locate key topographical features and use images to explore how they have changed over time (e.g hills, mountains, coasts) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn 	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes _ vegetation belts Describe and understand key aspects of the water cycle Uses images and maps to recognise human and physical features of places studied Can compare human and physical features of a place in the UK with a European or non-European locality studied Develops knowledge of a place by comparing street maps with aerial images 	<ul style="list-style-type: none"> Describe and understand key aspects of the distribution of natural resources including energy, minerals and water 	<ul style="list-style-type: none"> Can create own OS style symbols for a key Can identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics) Understands location time zones 		<ul style="list-style-type: none"> Plan and carry out investigations using a range of geographical questions and sources of information including maps, graphs and images. Analyse evidence and draw precise conclusions Express and explain their opinions and begin to recognise why others may have different points of view.
			Comparison: <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in South America to the UK 				
Y6		<ul style="list-style-type: none"> Can locate key topographical features (e.g hills, mountains, coasts) Can locate key topographical features on a map and use images and maps to explore how the features have changed over time (e.g hills, mountains, coasts) 	<ul style="list-style-type: none"> Describe and understand key aspects of mountains, earthquakes + volcanoes (MVE) Can use images and maps to recognise human and physical features of places studied 	<ul style="list-style-type: none"> Describe and understand key aspects of economic activity including trade links 	<ul style="list-style-type: none"> Can recall and use OS symbols Can read and record 6 figure grid references Can identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics) 		<ul style="list-style-type: none"> Carries out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Expresses and explains their opinions and recognise why others may have different points of view.

• Taught throughout Town and Country, Local Comparison, Weather, Food, Coasts - Name and locate counties, major cities and geographical regions of the United Kingdom / and /