

## Geography Progression

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

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

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

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