



Progression in Geography

Key Skills <i>(These are any skills that children will develop – they are what they will do with the knowledge they have gained)</i>	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Villages, towns and cities (Surrounding local area) Seven Continents Seas and Oceans Non-European country - Brazil		United Kingdom Coasts and Ports	Mountains, Earthquakes and Volcanoes Water, weather and climate	Rivers Migration	Field Work Biomes
		Key Stage One		Locational knowledge of the UK	Locational knowledge of Europe	Locational knowledge of Africa	Locational knowledge of North & South America)
				Lower Key stage Two		Upper Key stage Two	
Locational & place knowledge including change over time	<ul style="list-style-type: none"> I can explain some similarities and differences between life in this country and life in other countries – drawing on knowledge from stories, non-fiction texts and maps. I can identify some similarities and differences between the natural world around me and contrasting environments. 	<ul style="list-style-type: none"> Name and locate some places in their locality, the UK and wider world. Name and locate the world’s seven continents and five oceans. Describe a place using geographical terms. 	<ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. Name, locate and identify characteristics of the United Kingdom Describe two different places identifying geographical similarities and differences (human and physical). United Kingdom and Brazil. 	<ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. Locate and describe the counties and cities of the UK. Identify the Equator and the Northern and Southern Hemispheres. Describe two different places within the United Kingdom, identifying and comparing their physical and human features. 	<ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Locate and describe countries within Europe. Identify the Equator and the significance of longitude and latitude. Describe different places within Europe, identifying and comparing their physical and human features, and similarities and differences. Explore how these places have changed overtime. 	<ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. Locate and describe countries within Africa and compare with the UK. Identify the Tropics of Cancer and Capricorn. Understand the significance of time zones. Compare and contrast physical and human features within Africa. 	<ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events. Locate and describe countries with North and South America and compare with the UK. Identify the position and significance of the Arctic and Antarctica Circle. Evaluate the positive and negative impacts of physical and human features of places within North and South America.
Human and physical geography	<ul style="list-style-type: none"> I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can understand some important processes and changes in the natural world – seasons etc. I know some similarities and differences between different religious and cultural communities in the country where I live. 	<ul style="list-style-type: none"> Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. Observe and describe daily weather patterns and discuss seasonal changes. Describe some similarities and differences when studying places and features e.g. hot and cold places in the world. 	<ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. Identify seasonal and daily weather patterns. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. 	<ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. 	<ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments. 	<ul style="list-style-type: none"> Use geographical language and identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environment. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 	<ul style="list-style-type: none"> Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links between and interactions between people, places and environments.
Geographical skills and fieldwork	<ul style="list-style-type: none"> I am always exploring the natural world around me, making observations and drawing pictures of plants and animals. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions. E.g. Where is it? What is it like? Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions when investigating different places and environments. Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. Observe, record, and name geographical features in their local environments. 	<ul style="list-style-type: none"> Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe, record, and explain physical and human features of the environment. 	<ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
MAPPING							
Direction/location	<ul style="list-style-type: none"> Prepositions 	<ul style="list-style-type: none"> Follow directions (Up, down, left, right, forwards, backwards) 	<ul style="list-style-type: none"> Follow directions including North, South, East and West) 	<ul style="list-style-type: none"> Use 4- point compass points to follow/give directions Use letter or number coordinates to locate features on a map 	<ul style="list-style-type: none"> Confidently use 4-point compass and begin to use 8-point compass Confidently use letter or number coordinates to locate features on a map 	<ul style="list-style-type: none"> Use 8-point compass Begin to use 4-figure coordinates to locate features on a map Explain longitude and latitude on an atlas 	<ul style="list-style-type: none"> Confidently and accurately use 8-point compass. Use 6 figure grid references on a map Use latitude and longitude on atlas maps
Drawing maps	<ul style="list-style-type: none"> Exploring mark making 	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data.

			detail to a sketch map from aerial photograph)	<ul style="list-style-type: none"> Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a simple scale drawing. 		<ul style="list-style-type: none"> Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Environmental print/symbols 	<ul style="list-style-type: none"> Use own symbols on an imaginary map 	<ul style="list-style-type: none"> Begin to understand the need for a key Use class agreed symbols to make a simple key 	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols 	<ul style="list-style-type: none"> Explain why a key is needed. Begin to recognise symbols on an OS map 	<ul style="list-style-type: none"> Draw a map using symbols and a key Recognise/use OS map symbols 	<ul style="list-style-type: none"> Recognise/use OS map symbols Use atlas symbols
Using maps	<ul style="list-style-type: none"> Access to atlases World puzzles Directions Beebot – best path Understanding how to follow a trail - maze 	<ul style="list-style-type: none"> Use a simple picture map to move around the school Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (e.g. Pick atlas to find Kenya, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	<ul style="list-style-type: none"> Follow a short route on an OS map Describe features shown on OS map Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Style of maps	<ul style="list-style-type: none"> Variety of things – classroom maps Map of outdoor area, school 	<ul style="list-style-type: none"> Look at and discuss picture maps and globes 	<ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas 	<ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
Organisation and communications	<ul style="list-style-type: none"> Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama/role play Making models Writing Use of ICT 				<ul style="list-style-type: none"> Recall, select and organise historical information Communicate knowledge and understanding verbally and in written form (including drawings) 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and term