

Progression Map: Geography

Locational Knowledge						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name and locate different parts of the local community.	<p>Name and locate the world's seven continents</p> <p>Name and locate the four counties of the United Kingdom</p>	<p>Name and locate the world's seven continents and five major oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Identify the equator and know this is an imaginary line around the centre of the earth</p>	<p>Locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristic, countries, and major cities.</p> <p>Revise the location and know the significance of the equator</p> <p>Know that the world can be separated into southern and northern hemispheres</p>	<p>Locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristic, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of the Arctic and Antarctic Circle and their distance from the equator</p> <p>Know that lines of latitude are horizontal</p>	<p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of Equator the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>

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				lines measuring the distance of a place from the equator		
Place Knowledge						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</p>	<p>Begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a non-European country.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.</p> <p>Know the difference between rural and urban</p>	<p>Compare geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Italy, Europe</p>	<p>Begin to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and regions in the USA and West Africa</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and the Sahara and Savannah regions of Africa and the Gobi Desert in Asia</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of coasts in the UK and the Mediterranean Coast in Europe, also comparing forests in the UK to rainforests in South America</p>
	<p>Use the terms 'natural' and 'man-made' to describe physical and human features in KS1</p>					
Human and Physical Geography						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use the local area for exploring both the built and the natural environment.</p> <p>Express opinions on natural and built environments.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, hill, sea, ocean, 	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: volcanoes, earthquakes and mountains, and the water cycle 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: rivers and mountains and 2 vegetation belts 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones and 4 vegetation belts Human geography, 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: biomes and all 5 vegetation belts Human geography,

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	<ul style="list-style-type: none"> river, soil, season, weather. Key human features, including: city, town, factory, house, office, shop. 	<ul style="list-style-type: none"> forest, rainforests, mountain, valley, vegetation Key human features, including: village, farm, port, harbour. 	<ul style="list-style-type: none"> Human geography, including: types of settlement and the distribution of natural resources including water. 	<ul style="list-style-type: none"> Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water 	including: land use, and the distribution of natural resources including water	including: land use and economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Fieldwork						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</p>	<p>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.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>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.</p>	<p>Begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe some features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe some features studied with support.</p> <p>To begin to 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, graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe some features studied.</p> <p>To begin to 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.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe some features studied with confidence.</p> <p>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.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>

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	and physical features of its surrounding environment.				sketch maps, plans, graphs, and digital technologies with support.	methods, including sketch maps, plans, graphs, and digital technologies.
National Curriculum Aims						
Early Years Outcome		KS1	KS2			
<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>		<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <p>Geographical skills and fieldwork</p>			

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.
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KS3

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Geography

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

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