

GEOGRAPHY PROGRESSION



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Disciplinary	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Draw information from a single map.</p> <p>ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Locate our city.</p> <p>Locate the capital city.</p> <p>Locate our city within the county we live in.</p> <p>Locate the 4 countries and capital cities of the United Kingdom.</p>	<p>Locate characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</p> <p>Locate the world's seven continents and five oceans.</p> <p>Explain the position and significance of the Equator.</p>	<p>Locate cities and counties in the UK.</p> <p>Locate the cities and countries studied.</p> <p>Explain land-use patterns of the countries, counties and cities studied.</p> <p>Locate the 7 continents and 5 oceans.</p> <p>Explain the position and significance of the Equator, and the Tropics of Cancer and Capricorn.</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North America.</p> <p>Explain land-use patterns and begin to understand how they have changed over time.</p> <p>Explain the position and significance of the Equator, the Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic Circles.</p>	<p>Locate the main countries in Europe and North America.</p> <p>Locate their principal cities.</p> <p>Locate the main counties and cities in England.</p> <p>Explain how key topographical features and land-use patterns have changed over time.</p> <p>Explain the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>	<p>Locate the world's countries and their major cities.</p> <p>Locate the main environmental regions and their associated physical and human characteristics.</p> <p>(Pupils to embed previous year's learning of land-use patterns changing over time.)</p>

	Substantive			<p>Name our city.</p> <p>Name the capital city.</p> <p>Name the county we live in.</p> <p>Name the 4 countries and capital cities of the United Kingdom.</p>	<p>Name and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</p> <p>Name the world's seven continents and five oceans.</p> <p>Identify the Equator.</p>	<p>Name cities and counties in the UK.</p> <p>Name the cities and countries studied.</p> <p>Name the 7 continents and 5 oceans.</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn.</p>	<p>Name the environmental regions, and key physical and human features of the areas studied.</p> <p>Identify the Equator, the Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic Circles.</p>	<p>Name the main countries in Europe and North America. Name their principal cities.</p> <p>Name the main counties and cities in England.</p> <p>Name the environmental regions and key physical and human characteristics of the areas studied.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>	<p>Name the world's countries and their major cities.</p> <p>Name the main environmental regions and their associated physical and human characteristics.</p>
Place Knowledge	Disciplinary	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Draw information from a single map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG</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>Observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p>Understand geographical similarities and differences.</p> <p>Study and compare 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 region of the UK and another location.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p>	<p>Compare a region in the UK with a region in N. or S. America with significant differences and similarities.</p>	<p>Understand geographical similarities and differences on a global scale.</p>

Human & Physical Geography	Disciplinary	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG</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>Understand the difference between human and physical features.</p> <p>Use basic Geographical vocabulary to refer to physical and human features of the school, its grounds and of the surrounding environment.</p> <p>Use basic Geographical vocabulary to refer to physical and human features of our city.</p> <p>Describe similarities and differences of seasonal and daily weather patterns in the UK.</p>	<p>Locate 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 key physical features.</p> <p>Use basic Geographical vocabulary to refer to key human features.</p>	<p>Describe and explain key aspects of Physical Geography including: rivers, mountains, coasts, climate zones, biomes, vegetation belts and the water cycle.</p> <p>Describe and explain key aspects of Human Geography including: the distribution of natural resources including energy, food, water, land use.</p>	<p>Describe and explain key aspects of Physical Geography including: rivers, mountains, coasts, climate zones, biomes, vegetation belts and the water cycle.</p> <p>Describe and explain key aspects of Human Geography including: Types of settlements, land use, economic activity and trade links.</p>	<p>Describe and understand key aspects of Physical Geography including: rivers, mountains, coasts, climate zones, biomes, volcanoes, earthquakes and vegetation belts.</p> <p>Describe and understand key aspects of Human Geography including: Types of settlements, land use, economic activity and distribution of resources.</p>	<p>Describe and understand key aspects of Physical Geography including: rivers, mountains, coasts, climate zones, biomes, vegetation belts and weather.</p> <p>Describe and understand key aspects of Human Geography including: Types of settlements, land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water.</p>
	Substantive			<p>Identify seasonal/daily weather patterns in the UK.</p>	<p>Name hot and cold areas of the world.</p>	<p>Know and recall key aspects of Physical Geography including: rivers, mountains, coasts, climate zones, biomes, vegetation belts and the water cycle.</p> <p>Know and recall key aspects of Human Geography including: the distribution of natural resources including energy, food, water, land use.</p>			

Geographical Skills & Field work	Disciplinary	<p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Draw information from a single map.</p> <p>ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Use maps, atlases and globes to identify:</p> <ul style="list-style-type: none"> • Our school • Our city • The capital city • The United Kingdom <p>Use locational and directional language (eg, near and far, left and right, North, South, East and West).</p> <p>Locate features on a map of the school and the local area.</p> <p>Devise simple picture maps of our school grounds and local area.</p> <p>Draw basic maps of the local area, using a key.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of our school grounds and local area.</p>	<p>Use maps, atlases and globes to identify the United Kingdom, its countries and the surrounding seas.</p> <p>Use maps, atlases and globes to identify the seven continents and five oceans.</p> <p>Use simple compass directions (North, East, South and West), 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.</p> <p>Devise a simple map, using a simple key.</p> <p>Use simple grids on a map. (e.g B4)</p> <p>Begin to identify some basic symbols on an OS Map.</p> <p>Use fieldwork and observational skills to study the key human and physical features of a coastal region.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</p> <p>Read a four-figure grid reference to locate features on maps.</p> <p>Recognise standard map symbols (including the use of Ordnance Survey maps).</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass to describe routes taken and locations in relation to one another.</p> <p>To give four-figure grid references for features on a map.</p> <p>To give maps a key with standard symbols (including the use of Ordnance Survey maps).</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) and satellite images to locate countries and describe features studied.</p> <p>Read a six-figure grid reference to locate features on a map.</p> <p>To give six-figure grid references for features on a map.</p> <p>To use symbols and keys on global maps.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend knowledge of six-figure grid references to use lines of latitude and longitude to give locations on a world map.</p> <p>Apply my knowledge of symbols and keys on global maps.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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