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| image1.png­­­­­ | **Geography Progression** | | | | | | | |
|  | **Knowledge and Understanding** | | | | **Skills and Enquiry** | | | |
|  | **UK and Local Area** | **World and Continents** | **Physical** | **Human** | **Skills (Map work)** | **Fieldwork** | | **Enquiry** |
| **N** | * Know we live in different types of housing * Know where we live * Understand we live in London | * Understand there are different places on the globe | * Begin to understand and know features of local environment *(parks, buildings)* * Begin to use some geographical language: forest, sea, ocean, river | * Talk about features of their school environment *(lunch hall, playground, office etc)* * Begin to use some geographical language: city, house, shop | * Begin to use directional language e.g. near, far, next to, to describe location of features on map of the school | * Use observational skills to identify features of their school | * respond to simple closed questions | |
| **R** | * With help, locate London on a map | * Understand there are different places on the globe (land and water) | * Begin to describe some features of local environment (Clapham Common, Richmond Park, parks etc). | * Understand there is a range of transport available locally * Understand different transport serves different purposes | * Use directional language e.g. near, far, next to, to describe a route through the school | * Make observations about where things are e.g. within school | * ask and respond to simple closed questions | |
| **Y1** | * Develop knowledge of the human and physical geography of a small area of the United Kingdom | * 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 | * 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 | * 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, | * 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 * Devise a simple map of roads around school | * 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 | * ask simple geographical questions e.g. Where is it? What’s it like? * Make conclusions about why things are like they are | |
| **Comparison:**   * Compare human and physical features of a place in the UK with a contrasting non-European locality | |
| **Y2** | * Can locate the UK and the surrounding seas * Can name and locate the 4 countries of the United Kingdom * Compare knowledge of the human and physical geography of two small areas of the United Kingdom | * Can name and identify the 7 continents and 5 oceans on an unmarked map * Name at least 2 countries in Africa, Asia and Europe | * 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) | * 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 | * 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 the local area and identify key features given to me * Begin to understand the need for a key * Begin to identify points (ABC) / features on a map (rivers of UK) | * 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 | * 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 | |
| **Comparison:**   * Compare human and physical features of a place in the UK with another UK area. (e.g. city vs village and local area of a different Trust school). * Compare human and physical features of a place in the UK with a contrasting non-European locality | |

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| **Y3** | * 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 | | * Can name and locate Europe on a map * Can name and locate several countries within Europe | * 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 | | * 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 | * 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 | * 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 the local area | | * 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:**   * 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** | * 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 | | * Can name and locate North America on an unmarked map * Can name and 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 | * Describe and understand key aspects of climate zones | * Describe and understand key aspects of types of settlement and land use | | * Begin to understands 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 | * 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 | | * 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:**   * 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** |  | | * 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 | * 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 | * Describe and understand key aspects of the distribution of natural resources including energy, minerals and water | | * 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 |  | | * 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:**   * Understand geographical similarities and differences through the study of human and physical geography of a region in South America to the UK | | |
| **Y6** |  | * 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) | | * Describe and understand key aspects of mountains, earthquakes + volcanoes (MVE) * Can use images and maps to recognise human and physical features of places studied | * Describe and understand key aspects of economic activity including trade links | | * 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) | |  | | * 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 /