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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
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| **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
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| **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
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| **Comparison:** * Compare human and physical features of a place in the UK with a contrasting non-European locality
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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.
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| **Comparison:*** Understand geographical similarities and differences through the study of human and physical geography of a region in South America to the UK
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| **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.
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* Taught throughout Town and Country, Local Comparison, Weather, Food, Coasts - Name and locate counties, major cities and geographical regions of the United Kingdom / and /