

PROGRESSION IN GEOGRAPHY

The teaching of Geography revolves around the interaction of humans within their environment and is taught with a respect for the world in which we live in. During Geography sessions, children will build upon their learning – year on year – through a development of Geographical skills, understanding and technical knowledge. This will be achieved through a variety of whole-class teaching, group activities and individual tasks; due to the cross-curricular nature of the subject, Geographical content will be learnt in other subjects beyond discrete ‘Learning Links’ sessions. Within these lessons, children will be given the opportunity to practise, consolidate and extend their Geographical skills, as well as critically evaluate the work of their peers; this should be done through both written and verbal methods depending on the skills to be developed.

Early Years and Key Stage 1

	EYFS	Year 1	Year 2
Knowledge	Can they describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps	<ul style="list-style-type: none"> •Can they identify the four countries making up the United Kingdom? •Can they name some of the main towns and cities in the United Kingdom? •Can they point out where the equator, north pole and south pole are on a globe or atlas? <p>•Can they name a few towns in the south and north of the UK?</p>	<ul style="list-style-type: none"> •Can they name the continents of the world and find them in an atlas? •Can they name the world’s oceans and find them in an atlas? •Can they name the main cities of England, Wales, Scotland and Ireland? •Can you find where they live on a map of the UK? •Can they locate some of the world’s major rivers and mountain ranges? •Can they point out the North, South, East and West associated with maps and compass?
Geographical enquiry		<ul style="list-style-type: none"> •Can they say what they like about their locality? •Can they sort things they like and don’t like? •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they think of a few good questions to ask about a locality? 	<ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some good questions to someone else? •Can they say what they like and don’t like about their locality and another locality like the seaside? <p>•Can they make inferences by looking at a weather chart?</p>

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		<ul style="list-style-type: none"> •Can they answer questions about the weather? •Can they keep a weather chart? •Can they answer questions using a weather chart? •Can they make plausible predictions about what the weather may be like later in the day or tomorrow? 	<ul style="list-style-type: none"> •Can they make plausible predictions about what the weather may be like in different parts of the world?
Physical Geography	<p>Explore the natural world around them making observations. Describe what they hear, see and feel whilst outside.</p>	<ul style="list-style-type: none"> •Can they tell someone their address? •Can they explain the main features of a hot and cold place? •Can they describe a locality using words and pictures? •Can they explain how the weather changes with each season? •Can they name key features associated with a town or village, e.g. church, farm, shop, house? •Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house? 	<ul style="list-style-type: none"> •Can they describe some physical features of their own locality? •Can they explain what makes a locality special? •Can they describe some places which are not near the school? •Can they describe a place outside Europe using geographical words? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?
Human Geography	<p>Can they 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>		<ul style="list-style-type: none"> •Can they describe human features of own locality, such as the jobs people do? •Can they explain how the jobs people do may be different in different parts of the world? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need?

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			<p>•Can they explain how the weather affects different people?</p>
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Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Name a number of countries in the Northern Hemisphere</p> <p>Name & locate some well-known European countries</p> <p>Name and locate the capital cities of neighbouring European countries</p> <p>Awareness that weather is different in different parts of the world</p> <p>Name the two largest seas around Europe</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p>	<ul style="list-style-type: none"> •Can they locate the Tropic of Cancer and the Tropic of Capricorn? •Do they know the difference between the British Isles, Great Britain and UK? •Do they know the countries that make up the European Union? •Can they name up to six cities in the UK and locate them on a map? •Can they locate and name some of main islands that surround the UK? •Can they name the areas of origin of the main ethnic groups in the UK & in their school? •Can they locate and name the main countries in South America on a world map and atlas? 	<ul style="list-style-type: none"> •Can they name and locate many of the world's major rivers on maps? •Can they name and locate many of the world's most famous mountain regions on maps? •Can they locate the USA and Canada on a world map and atlas? <p>•Can they begin to recognise the climate of a given country according to its location on the map?</p>	<ul style="list-style-type: none"> •Can they recognise key symbols used on ordnance survey maps? •Can they name the largest desert in the world? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? •Can they explain how time zones work? <p>•Can they name and locate the main canals that link different continents?</p> <p>•Can they name the main lines of latitude and meridian of longitude?</p>

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<p>Geographical enquiry</p>	<p>Use correct geographical words to describe a place and the things that happen there</p> <p>Identify key features of a locality by using a map</p> <p>Begin to use a 4 figure grid reference</p> <p>Plot NESW on a map</p> <p>Use basic OS map symbols</p> <p>Make accurate measurements of distances within 100 km</p> <p>Challenge:</p> <p>Work out how long it would take to get a given destination using a mode of transport</p>	<ul style="list-style-type: none"> •Can they carry out a survey to discover features of cities and villages? •Can they find the same place on a globe and in an atlas? •Can they label the same features on an aerial photograph as on a map? •Can they plan a journey to a place in England? •Can they accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.? <p>•Can they give accurate measurements between 2 given places within the UK?</p>	<ul style="list-style-type: none"> •Can they collect information about a place and use it in a report? •Can they map land use? •Can they find possible answers to their own geographical questions? •Can they make detailed sketches and plans; improving their accuracy later? •Can they plan a journey to a place in another part of the world, taking account of distance and time? <p>•Can they work out an accurate itinerary detailing a journey to another part of the world?</p>	<ul style="list-style-type: none"> •Can they confidently explain scale and use maps with a range of scales? •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? <p>•Can they define geographical questions to guide their research?</p> <p>•Can they use a range of self selected resources to answer questions?</p>
<p>Physical Geography</p>	<ul style="list-style-type: none"> •Can they use maps and atlases appropriately by using contents and indexes? •Can they describe how volcanoes are created? •Can they describe how earthquakes are created? •Can they confidently describe physical features in a locality? •Can they locate the Mediterranean and explain why it is a popular holiday destination? 	<p>Can they use maps and atlases appropriately by using contents and indexes?</p> <ul style="list-style-type: none"> •Can they describe how volcanoes are created? •Can they describe how earthquakes are created? •Can they confidently describe physical features in a locality? •Can they locate the Mediterranean and explain why it is a popular holiday destination? 	<ul style="list-style-type: none"> •Can they explain why many cities of the world are situated by rivers? •Can they explain how a location fits into its wider geographical location; with reference to physical features? •Can they explain how the water cycle works? •Can they explain why water is such a valuable commodity? <p>•Can they explain what a place (open to environmental and physical change) might be like in</p>	<ul style="list-style-type: none"> •Can they give extended description of the physical features of different places around the world? •Can they describe how some places are similar and others are different in relation to their human features? •Can they accurately use a 4 figure grid reference? •Can they create sketch maps when carrying out a field study?

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	<ul style="list-style-type: none"> •Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? 	<ul style="list-style-type: none"> •Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> the future taking account of physical features? 	<ul style="list-style-type: none"> •Can they plan a journey to another part of the world which takes account of time zones? •Do they understand the term sustainable development? Can they use it in different contexts?
Human Geography	<ul style="list-style-type: none"> •Can they describe how volcanoes have an impact on people's life? •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain why a place is like it is? •Can they explain how the lives of people living in the Mediterranean would be different from their own? <p>Can they explain how people's lives vary due to weather?</p>	<ul style="list-style-type: none"> •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain why a place is like it is? •Can they explain how the lives of people living in the Mediterranean •Can they explain how people are trying to manage their environment? • 	<ul style="list-style-type: none"> •Can they explain why people are attracted to live by rivers? •Can they explain how a location fits into its wider geographical location; with reference to human and economical features? •Can they explain what a place might be like in the future, taking account of issues impacting on human features? <p>•Can they report on ways in which humans have both improved and damaged the environment?</p>	<ul style="list-style-type: none"> •Can they give an extended description of the human features of different places around the world? •Can they map land use with their own criteria? •Can they describe how some places are similar and others are different in relation to their physical features? <p>•Can they explain how human activity has caused an environment to change?</p> <p>•Can they analyse population data on two settlements and report on findings and questions raised?</p>