



Progression in Geography

EYFS	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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.	
Geographical Skills: Fieldwork		
Year 1/2	Year 3/4	Year 5/6
Pupils should be taught to: • 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 • 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 • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Pupils should be taught to: • 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	



Progression in Geography

Year 1/2	Year 3/4	Year 5/6
<u>Year 1</u> - I can ask simple geographical questions. - I can use simple observational skills to study the geography of the school and its grounds - I can make simple maps and plans. <u>Year 2</u> - I can use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied. - I can 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. - I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environments.	<u>Year 3</u> - I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. - I can communicate findings in appropriate ways. - I can make more detailed fieldwork sketches/diagrams - I can use fieldwork instruments e.g. camera, rain gauge <u>Year 4</u> - I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). - I can plan the steps for an enquiry	<u>Year 5</u> - I can use fieldwork to observe, measure and record the physical features in a local area. <u>Year 6</u> - I can use field work 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.



Progression in Geography

Geographical Skills: Map Reading

Pupils should be taught to:

- 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
- 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
- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Pupils should be taught to:

- 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



Progression in Geography

Year 1/2	Year 3/4	Year 5/6
<u>Year 1</u> - I can name the four countries in the United Kingdom and locate them on a map. - I can name a continent e.g. Europe, and find it on a map. - I can name an ocean and find it on a map. - I can locate places on a map of the local area using locational and directional language such as near and far, left and right. <u>Year 2</u> - I can name the continents of the world and locate them on a map. - I can name the world oceans and locate them on a map. - I can find where I live on a map of the United Kingdom. - I can describe a journey and the location of features on a map using simple compass directions (North, South, East and West) and locational and directional language such as near, far, left and right.	<u>Year 3</u> - I can use some basic Ordnance Survey map symbols. - I can use grid references on a map. - I can use an atlas by using the index to find places. - I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. - I can use four figure grid references. - I can use the 8 points of a compass. - I can make plans and maps using symbols and keys <u>Year 4</u> - I can find a number of cities in the UK on a map. - I can name, locate and describe the features of some of the main islands that surround the United Kingdom. - I can explore features on OS maps using four- figure grid references. - I can draw accurate maps with more complex keys.	<u>Year 5</u> - I can name and locate and describe the features of many of the world's most famous rivers in an atlas. <u>Year 6</u> - I can use Ordnance Survey symbols and 6 figure grid references. - I can answer questions by using a map. - I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. - I can name, locate and describe the features of many of the world's most famous mountainous regions in an atlas. - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - I can 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 my knowledge of the UK and wider world. - I can use maps, charts etc to support decision making about the location of places e.g. new bypass. - I can locate desert regions in an atlas.



Progression in Geography

Geographical Skills: Compass Directions

Year 1/2	Year 3/4	Year 5/6
Pupils should be taught to: 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	Pupils should be taught 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	

Year 1/2	Year 3/4	Year 5/6
<u>Year 1</u> N/A <u>Year 2</u> I can describe a journey and the location of features on a map using simple compass directions (North, South, East and West) and locational and directional language such as near, far, left and right.	<u>Year 3</u> I can use the 8 points of a compass. <u>Year 4</u> N/A	<u>Year 5</u> N/A <u>Year 6</u> I can 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 my knowledge of the UK and wider world.



Progression in Geography

Locational Knowledge

Year 1/2

Pupils should be taught to:

- 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

Year 3/4

Pupils should be taught to:

- 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)

Year 5/6



Progression in Geography

Year 1/2	Year 3/4	Year 5/6
<u>Year 1</u> - I can explain where I live and name some of the local landmarks e.g. Ledbury Market House tell someone my address. - I can name the four countries in the United Kingdom and locate them on a map. - I can name the capital cities of England, Wales, Scotland and Ireland. - I can name a continent e.g. Europe, and find it on a map. <u>Year 2</u> - I can name the continents of the world and locate them on a map. - I can name the world oceans and locate them on a map. - I can identify geographical characteristics (physical and human) of the four countries and capital cities of the UK e.g. landmarks, food, physical features - I can name some of the main towns and cities in the United Kingdom.	<u>Year 3</u> - I can locate the Northern and Southern Hemisphere. - I can name a number of countries in the southern hemisphere. - I can identify the position of and explain the significance of the Equator, Tropic of Cancer and Tropic of Capricorn. <u>Year 4</u> - I can show I know about the wider content of places e.g. county, region and country. - I can explain the difference between the British Isles, Great Britain and the United Kingdom. - I can find a number of cities in the UK on a map. - I know the countries that make up the European Union. - I can name and locate the capital cities of neighbouring European countries. - I can show I know the location of capital cities of countries of British Isles and U.K and seas around the UK. - I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.	<u>Year 5</u> - I can plan a journey to a place in another part of the world, taking account of distance and time. - I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. - I can identify the position and significance of latitude and longitude - I can explain how time zones work and calculate time differences around the world. - I can show I know the European Union countries with high populations and large areas, and the largest cities in each continent. <u>Year 6</u> - I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. - I can describe where a variety of places are in relation to physical and human features.



Progression in Geography

Place Knowledge

Year 1/2	Year 3/4	Year 5/6
Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.	Pupils should be taught to: 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.	

Year 1/2	Year 3/4	Year 5/6
<u>Year 1</u> - I can say what I like and do not like about the place I live in. - I can make observations about, and describe the physical and human features of the local area e.g. school. - I can suggest ideas for improving the school environment. <u>Year 2</u> - I can describe the physical and human geography of an area in the UK. - I can describe the physical and human geography of a distant place. - I can say what I like and do not like about a different place. - I can describe my locality and how it is different and similar to the distant place. - I can explain how an area has been spoilt or improved and give my reasons. - Comparison with a coastal environment (Weston-Super-Mare/Great Barrier Reef).	<u>Year 3</u> - I can understand why there are similarities and differences between places (South American region focus) <u>Year 4</u> - I can show I know about the wider context of places – region, country - I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.	<u>Year 5</u> - I can compare the physical and human features of a region of the UK and a region in a European country, identifying similarities and differences. - I can understand and use a widening range of geographical terms such as climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - I can understand use geographical terms such as meander, flood plain, locations, industry, transport, settlement, water cycle - I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, and trade links. - I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory - I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, and earthquakes



Progression in Geography

		<u>Year 6</u> I can describe how some places are similar and dissimilar in relation to their human and physical features. (North American region focus)
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<u>Human and Physical Geography</u>		
Year 1/2	Year 3/4	Year 5/6
Pupils should be taught to: - 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, Inc. city, town, village, factory, farm, house, office, port, harbour, shop	Pupils should be taught to: - 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	



Progression in Geography

Year 1/2	Year 3/4	Year 5/6
<u>Year 1</u> - I can keep a weather chart and answer questions about the weather. - I can explain how the weather changes throughout the year and name the seasons. - I can name a hot and cold country. - I can explain the clothes that I would wear in hot and cold places. <u>Year 2</u> - I can explain the facilities that a village, town and city may need and give reasons. - I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley. - I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<u>Year 3</u> - I can use the correct geographical words to describe a place. - I can ask and answer geographical questions, e.g. describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if ... continues? - I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why <u>Year 4</u> - I can describe and understand key aspects of human geography, including: types of settlement and land use - I can carry out research to discover features of villages, towns or cities. - I can explain why people may choose to live in one place rather than another. - I can explain why people may be attracted to live in cities.	<u>Year 5</u> - I can explain why many cities are situated on or close to rivers. - I can explain why people are attracted to live by rivers. - I can explain the course of a river. - I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers - I can describe and understand key aspects of human geography, including: types of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - I can describe and understand the water cycle. <u>Year 6</u> - I can name the largest desert in the world. - I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. - I can describe how volcanoes are created. - I can locate and name some of the world's most famous volcanoes. - I can describe how earthquakes are created.