GEOGRAPHY

Progression Map

GEOGRAPHY PROGRESSION MAP

YEAR 6

- **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 his/her 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.
- **Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.**
- Use maps, charts etc. to support decision making about the location of places e.g. new bypass.

YEAR 5

- **Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**

YEAR 1

- **Ask simple geographical questions e.g. What is it like to live in this place?**
- Use simple observational skills to study the geography of the school and its grounds.
- Use simple maps of the local area e.g. large scale, pictorial etc.
- **Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.**
- Make simple maps and plans e.g. pictorial place in a story.

GEOGRAPHICAL SKILLS and FIELD WORK

YEAR 2

- **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 e.g. 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.

YEAR 3

- **Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?.**
- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.
- **Recognise that different people hold different views about an issue and begin to understand some of the reasons why.**
- Communicate findings in ways appropriate to the task or for the audience.
- **Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.**
- **Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.**
- Make more detailed fieldwork sketches/diagrams.
- Use fieldwork instruments e.g. camera, rain gauge.
- Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.
- Use four figure grid references.
- Use the 8 points of a compass.
- Make plans and maps using symbols and keys.

YEAR 4

- **Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.**
- Measure straight line distances using the appropriate scale.
- Explore features on OS maps using 6 figure grid references.
- Draw accurate maps with more complex keys.
- Plan the steps and strategies for an enquiry.

Vocabulary

local area	factory
pictorial	office
near	contour
far	height
aerial	erosion
population	deposition
meander	transportation
floodplain	headland
industry	volcanoes
transport	earthquakes
settlement	climate
water cycle	zones
cliff	biomes
ocean	vegetation belts
valley	rivers
Vegetation	urban
Soil	rural
Mountain	land use
Port	sustainability
harbour	tributary
	trade links

GEOGRAPHY PROGRESSION MAP

LOCATIONAL KNOWLEDGE

YEAR 1

- **Understand how some places are linked to other places e.g. roads, trains.**

YEAR 2

- **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.
- Name, locate and identify characteristics of the seas surrounding the United Kingdom.

YEAR 3

- Identify where counties are within the UK and the key topographical features.
- **Name and locate the cities of the UK.**

YEAR 4

- Recognise the different shapes of continents.
- **Demonstrate knowledge of features about places around him/her and beyond the UK.**
- Identify where countries are within Europe; including Russia.
- **Recognise that people have differing quality of life living in different locations and environments.**
- Know how the locality is set within a wider geographical context.

YEAR 5

- **Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.**
- Recognise the different shapes of countries.
- Identify the physical characteristics and key topographical features of the countries within North America.
- **Know about the wider context of places e.g. county, region and country.**
- Know and describe where a variety of places are in relation to physical and human features.
- Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.

YEAR 6

- **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).

Vocabulary

roads
tains
continents
oceans
capital cities
topographical
Europe
time zones
county
region
European Union
hills
mountains
coasts
rivers
latitude
Longitude
Equator
Norther Hemisphere
Southern Hemisphere
Tropics of Cancer
Capricorn
Arctic
Antarctic Circle
Prime/Greenwich
Meridian

GEOGRAPHY PROGRESSION MAP

HUMAN and PHYSICAL GEOGRAPHY

YEAR 1

- **Describe seasonal weather changes.**

YEAR 2

- **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.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

YEAR 3

- Identify physical and human features of the locality.
- **Explain about weather conditions / patterns around the UK and parts of Europe.**

YEAR 4

- Describe human features of UK regions, cities and /or counties.
- Understand the effect of landscape features on the development of a locality.
- **Describe how people have been affected by changes in the environment.**
- Explain about key natural resources e.g. water in the locality.
- **Explore weather patterns around parts of the world.**

YEAR 5

- **Understand about weather patterns around the world and relate these to climate zones.**
- **Know how rivers erode, transport and deposit materials.**
- Know about the physical features of coasts and begin to understand erosion and deposition.
- **Understand how humans affect the environment over time.**
- **Know about changes to world environments over time.**
- Understand why people seek to manage and sustain their environment.

YEAR 6

- **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**
- Describe and understand key aspects of 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.

Vocabulary

seasonal	farm
weather	house
Equator	office
North Pole	port
South Pole	harbour
beach	shop
cliff	counties
Coast	landscape
forest	development
hill	locality
mountain	natural resources
sea	climate zones
ocean	coast
river	erosion
valley	deposition
vegetation	settlement
city	economic activity
town	trade links
Village	energy
factory	minerals

GEOGRAPHY PROGRESSION MAP

YEAR 1

- **Name, describe and compare familiar places.**
- Link their homes with other places in their local community.
- Know about some present changes that are happening in the local environment e.g. at school.
- Suggest ideas for improving the school environment.

YEAR 2

- **Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.**

YEAR 3

- **Recognise there are similarities and differences between places.**
- Develop an awareness of how places relate to each other.

YEAR 4

- Know about the wider context of places - region, country.
- **Understand why there are similarities and differences between places.**

YEAR 5

- **Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.**

YEAR 6

- **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.**

PLACE and KNOWLEDGE

Vocabulary

familiar

changes

similarities

differences

Region

Country

geographical

compare

contrast