

Progression Geography

Understand the world through skills & knowledge

Understand your impact & significance within the world you live

Embed RWM across all subjects

Thrive & flourish in a global society

Events from the past impact on our lives

Importance of collaboration

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Know & remember more

KNOWLEDGE

	Y1	Y2	Y3	Y4	Y5	Y6
Skill	<p>Geographical Knowledge</p> <ol 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>Geographical Knowledge</p> <ol 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 major cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK? 	<p>Geographical Knowledge</p> <ol style="list-style-type: none"> Can they name up to six cities in the UK and locate them on a map? Can they name the areas of origin of the main ethnic groups in the UK & in their school? 	<p>Geographical Knowledge</p> <ol style="list-style-type: none"> Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? 	<p>Geographical Knowledge</p> <ol 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? Can they locate and name the main countries in South America on a world map and atlas? 	<p>Geographical Knowledge</p> <ol 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 the time zones work?

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ENQUIRY

	Y1	Y2	Y3	Y4	Y5	Y6
Skill	<p>Geographical Enquiry</p> <ol style="list-style-type: none"> 1. Can they say what they like about their locality? 2. Can they sort things they like and don't like? 3. Can they answer some questions using different resources, such as books, the internet and atlases? 4. Can they think of a few relevant questions to ask about a locality? 5. What is a locality? 6. Can they answer questions about the weather? What is weather? Can they keep a weather chart? 	<p>Geographical Enquiry</p> <ol style="list-style-type: none"> 1. Can they label a diagram or photograph using some geographical words? 2. Can they find out about a locality by using different sources of evidence? 3. Can they find out about a locality by asking some relevant questions to someone else? 4. Can they say what they like and don't like about their locality and another locality like the seaside? 	<p>Geographical Enquiry</p> <ol style="list-style-type: none"> 1. Do they use correct geographical words to describe a place and the events that happen there? 2. Can they identify key features of a locality by using a map? 3. Can they begin to use figure grid references using NSEW and use language like near and far, left and right? 	<p>Geographical Enquiry</p> <ol style="list-style-type: none"> 1. Can they find the same place on a globe and in an atlas? 2. Can they label the same features on an aerial photograph as on a map? 	<p>Geographical Enquiry</p> <ol style="list-style-type: none"> 1. Can they collect information about a place and use it in a report? 2. Can they map land use? 3. Can they find possible answers to their own geographical questions? 4. Can they make detailed sketches and plans; improving their accuracy later? 	<p>Geographical Enquiry</p> <ol style="list-style-type: none"> 1. Can they confidently explain scale and use maps with a range of scales? 2. Can they choose the best way to collect information needed and decide the most appropriate units of measure? 3. Can they make careful measurements and use the data? 4. Can they use OS maps to answer questions? 5. Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?

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PHYSICAL

	Y1	Y2	Y3	Y4	Y5	Y6
Skill	Physical Geography 1. Can they tell someone their address? 2. Can they explain the main features of a hot and cold place? 3. Can they describe a locality using words and pictures? 4. Can they explain how the weather changes with each season? 5. Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?	Physical Geography 1. Can they describe some physical features of their own locality? 2. Can they explain what makes a locality special? 3. Can they describe some places which are not near the school? 4. Can they describe a place outside Europe using geographical words? 5. Can they describe some of the features associated with an island? 6. Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?	Physical Geography 1. Can they use maps and atlases appropriately by using contents and indexes? 2. Can they describe how volcanoes are created? 3. Can they describe how earthquakes are created? 4. Can they confidently describe physical features in a locality?	Physical Geography 1. Can they describe the main features of a well-known country in North America or South America? 2. Can they use appropriate symbols to represent different physical features on a map? 3. Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)	Physical Geography 1. Can they explain why many cities of the world are situated by rivers? 2. Can they explain how a location fits into its wider geographical location; with reference to physical features? 3. Can they explain how the water cycle works? 4. Can they explain why water is such a valuable commodity?	Physical Geography 1. Can they give extended descriptions of the physical features of different places around the world? 2. Can they describe how some places are similar and others are different in relation to their human features? 3. Can they accurately use a 4 figure grid reference? 4. Can they create sketch maps when carrying out a field study?

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HUMAN

	Y1	Y2	Y3	Y4	Y5	Y6
Skill	<p>Human Geography</p> <ol style="list-style-type: none"> 1. Can they begin to explain why they would wear different clothes at different times of the year? 2. Can they tell something about the people who live in hot and cold places? 3. Can they explain what they might wear if they lived in a very hot or a very cold place? 	<p>Human Geography</p> <ol style="list-style-type: none"> 1. Can they describe some human features of their own locality, such as the jobs people do? 2. Can they explain how the jobs people do may be different in different parts of the world? 3. Do they think that people ever spoil the area? How? 4. Do they think that people try to make the area better? How? 5. Can they explain what facilities a town or village might need? 	<p>Human Geography</p> <ol style="list-style-type: none"> 1. Can they describe how volcanoes have an impact on people's lives? 2. Can they confidently describe human features in a locality? 3. Can they explain why a locality has certain human features? 4. Can they explain why a place is like it is? 5. Can they explain how the lives of people living in somewhere different in the world would be different from their own? 	<p>Human Geography</p> <ol style="list-style-type: none"> 1. Can they explain why people are attracted to live in cities? 2. Can they explain why people may choose to live in a village rather than a city? 3. Can they explain how a locality has changed over time with reference to human features? 4. Can they find different views about an environmental issue? What is their view? 5. Can they suggest different ways that a locality could be changed and improved? 	<p>Human Geography</p> <ol style="list-style-type: none"> 1. Can they explain why people are attracted to live by rivers? Rivers topic – Cycle B 2. Can they explain how a location fits into its wider geographical location; with reference to human and economical features? 3. Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<p>Human Geography</p> <ol style="list-style-type: none"> 1. Can they give an extended description of the human features of different places around the world? 2. Can they map land use with their own criteria? 3. Can they describe how some places are similar and others are different in relation to their physical features?

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EARLY YEARS

Draw information from a simple map.

- Draw attention to the immediate environment, introducing and modelling new vocabulary where appropriate.
- Familiarise children with the names of the road and village/town/city the school is located in.
- Look at aerial views of the school setting, encouraging children to comment on what they notice.

Recognise some similarities and differences between life in this country and life in other countries.

- Teach children about places in the world that contrast with locations.

Recognise some environments that are different from the one in which they live.

- Teach children about a range of contrasting environments within both their local and national region.
- Model the vocabulary needed to name specific features of the world, both natural and made by people.

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).