



# **Geography Progression Document**

Key Stage 1 & Key Stage 2

(2022-2023)

## Progression: Geography


We believe that high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We follow the national curriculum for Geography, which aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Progression: Geography

### Locational Knowledge



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>Names and locations of the 7 continents and 5 oceans</li><li>Name and locate 4 countries and capital cities of the UK.</li></ul>	<ul style="list-style-type: none"><li>Names and locations of continents, oceans and <i>some key global cities and mountain ranges.</i></li></ul>	<ul style="list-style-type: none"><li>Characteristics of the countries of the UK</li><li><i>Characteristics of some countries beyond the UK linked to global trade</i></li></ul>	<ul style="list-style-type: none"><li>Locate countries of Europe.</li><li>Locate major cities in Europe.</li><li>Locate environmental regions, key physical and human characteristics of Europe.</li></ul>	<ul style="list-style-type: none"><li>Locate countries of South America / North America</li><li>Locate major cities in South America / North America.</li><li>Locate environmental regions, key physical and human characteristics of South America / North America.</li><li>Identify positions of significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and time zones.</li></ul>	<ul style="list-style-type: none"><li>Locate key physical and human characteristics linked to earthquakes, volcanoes and mountains within North America, South America and Europe.</li><li>Identify positions of significance of latitude, longitude, Arctic and Antarctic Circle.</li></ul>

## Progression: Geography


### Place Knowledge



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Simple knowledge of the school locality</li><li>• Simple knowledge of home locality</li><li>• Name and describe features of the local area.</li><li>• Evaluate features in local area (attractive / unattractive)</li><li>• Name and describe features of a small contrasting area of the UK (The Isles of Scilly)</li><li>• Identify similarities and differences between two contrasting areas of the UK</li><li>• Identify changes in places over time</li></ul>	<ul style="list-style-type: none"><li>• Identifying key features of a case-study area.</li><li>• Similarities and differences between places in the UK and beyond Europe.</li></ul>	<ul style="list-style-type: none"><li>• Geographical similarities and differences within the UK</li></ul>	<ul style="list-style-type: none"><li>• Geographical similarities and differences between the UK and France / Italy case study areas</li><li>• Geographical similarities and differences within France / Italy case study areas</li></ul>	<ul style="list-style-type: none"><li>• Geographical similarities and differences between the UK and case study areas: Brazil / USA</li><li>• Geographical similarities and differences within case study areas: Brazil / USA</li></ul>	<ul style="list-style-type: none"><li>• Geographical similarities and differences relating to earthquakes, volcanoes and mountains in Europe, North and South America.</li></ul>

## Progression: Geography


### Knowledge of Physical Geography



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• That different places have different climates – identifying hot and cold areas in relation to the equator and north and south poles.</li><li>• Identify seasonal and daily weather patterns.</li><li>• Identify what are physical features.</li><li>• Key physical features: sea, <i>island</i>, season, ocean, cliff, beach, coast, weather, town, village</li></ul>	<ul style="list-style-type: none"><li>• Key physical features: mountain, weather, hill, coast, sea, harbour, river, valley, vegetation,</li></ul>	<ul style="list-style-type: none"><li>• Key physical features of the UK: mountains, coasts, climate, soil,</li><li>• Key physical features of East Anglia: climate zones, biomes, vegetation belts.</li><li>• Agricultural land use and change</li><li>• Change to the physical environment (coastal)</li></ul>	<ul style="list-style-type: none"><li>• Key physical features of Case study areas in France and Italy: Climate zones, mountains, seas, coasts, rivers, and the impact of physical geography on human geography</li></ul>	<ul style="list-style-type: none"><li>• Rivers and the water cycle</li><li>• Key physical features of case study area Brazil: climate zones, biomes and vegetation belts; mountains, seas, coasts, rivers, and the impact of physical on human geography.</li><li>• Key physical features of case study area USA: rivers and the water cycle, climate zones, biomes and vegetation belts;</li></ul>	<ul style="list-style-type: none"><li>• Key physical features: mountains, volcanoes and earthquakes.</li><li>• <i>Key physical features of Antarctica: climate zones, geomorphology, mountains, oceans</i></li><li>• Key physical features of local area field study – tbc.</li></ul>

## Progression: Geography


### Knowledge of Human Geography



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Identify what are human features</li> <li>Key human features: city, shop, office, <i>park</i>, house</li> <li><i>Problems created by human activity</i></li> </ul>	<ul style="list-style-type: none"> <li>Key human features: city, town, village, factory, port, harbour, house</li> <li><i>Problems created by human activity</i></li> </ul>	<ul style="list-style-type: none"> <li>Key human features: of the UK: settlement - cities, economic activity, transport,</li> <li>Industrial growth and change</li> <li>Key human features: of East Anglia: settlement, land use, economic activity, food,</li> <li>Agricultural change</li> <li><i>Problems created by human activity</i></li> <li>Key human features linked to <i>global trade</i>: economic activity, trade links, natural resources,</li> <li><i>Compare some global differences in resources</i></li> </ul>	<ul style="list-style-type: none"> <li>Key human features: of Case study areas in France and Italy.</li> <li>Settlement, land use, economic activity and the impact of human on physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Key human features linked to river: settlement and land use.</li> <li>Key human features of Brazil: settlement, land use, economic activity and the impact of human on physical geography</li> <li>Key human features of USA: settlement, land use, economic activity and the impact of human on physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Key human features of local area field study – tbc.</li> </ul>

## Progression: Geography


### Geographical Skills: Mapping



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Use 4 compass points to give simple directions within familiar space (e.g. classroom)</li> <li>Create simple plan of familiar space (e.g. classroom) using photographs</li> <li>Locate 4 countries of the UK on a map.</li> <li>Locate hot and cold areas of the world on a map.</li> <li>Represent enquiry findings through simple plans.</li> <li>Identify routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to give simple directions within familiar space (e.g. school site)</li> <li>Create simple map of familiar space (e.g. school site) using photographs to mark key landmarks</li> <li>Locate continents and oceans on a world map.</li> <li>Locate the equator and the North and South poles.</li> <li>Identify key countries, cities and physical features on a world map.</li> <li>Identify routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points to describe relative locations</li> <li>Use map of the United Kingdom (identifying and describing the locations of capital cities and own city/town)</li> <li>Identify routes on a map</li> <li><i>Locate key countries on world map (linked to trade)</i></li> </ul>	<ul style="list-style-type: none"> <li>Use OS map of local area</li> <li>Use 4 figure grid references</li> <li>Introduce scale</li> <li>Use map symbols and map key</li> <li>Use maps of Europe, France and Italy to locate countries and describe features.</li> </ul>	<ul style="list-style-type: none"> <li>Use OS maps of an area with hills and valleys</li> <li>Understand contour lines</li> <li>Make links between 2D representation and 3D models</li> <li>Use OS Maps to map the River Thames including grid references and contour lines.</li> <li>Use maps of South America and Brazil to locate countries and describe features.</li> <li>Use maps of North America and the USA to locate countries and describe features.</li> </ul>	<ul style="list-style-type: none"> <li>Use OS map of local area</li> <li>Use 6 figure grid references</li> <li>Locate significant locations on local area maps (hard copy and digital maps)</li> <li>Locate mountains and volcanoes and earthquake locations of maps of Europe, North and South America.</li> <li>Map a route and key locations on map of Antarctica.</li> <li>Use maps of local area for field study tbc.</li> </ul>

## Progression: Geography

### Geographical Skills: Enquiry, Research & Data



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Use maps, pictures and stories to find out about different places.</li><li>• Respond to simple questions.</li><li>• Conduct simple field work in local area.</li><li>• Sketch, draw and annotate features of the environment</li><li>• Conduct a simple survey</li><li>• Find out about local features.</li><li>• Collect simple data</li><li>• Show data in a simple database.</li></ul>	<ul style="list-style-type: none"><li>• Use information texts, photographs and the internet to find out about different places.</li><li>• Ask and respond to simple questions</li></ul>	<ul style="list-style-type: none"><li>• Ask geographical questions</li><li>• Use secondary sources (including information texts and the internet) to answer questions</li><li>• Presenting data in a simple graph (bar chart)</li><li>• Draw simple conclusions from data</li></ul>	<ul style="list-style-type: none"><li>• Ask geographical questions</li><li>• Use secondary sources (including information texts and the internet) to answer questions</li><li>• To devise a geographical questionnaire / survey.</li></ul>	<ul style="list-style-type: none"><li>• Ask geographical questions</li><li>• To choose and use appropriate secondary sources (including information texts and the internet) to answer questions</li><li>• Use Venn diagrams to represent information about similarities and differences.</li></ul>	<ul style="list-style-type: none"><li>• To propose geographical questions</li><li>• To choose appropriate methods to record and represent observations and measurements (e.g. maps, plans, graphs).</li><li>• To describe and begin to explain geographical processes.</li></ul>