

Geography Progression

	Year 1	Year 2	Years 3 and 4	Year 5 and 6
<p>Geographical enquiry and skills 1</p> <ul style="list-style-type: none"> • Ask geographical questions • Collect and record evidence • Analyse evidence and draw conclusions • Understand different points of view • Communicate ideas in a variety of ways, incl. through maps and writing at length 	<ul style="list-style-type: none"> • Ask simple geographical questions. • Express my own view. • Communicate ideas using simple sentences. 	<ul style="list-style-type: none"> • Ask and respond to geographical questions • Express my own view and start to give reasons for my ideas. • Collect and record evidence. • Identify similarities and differences • Communicate ideas using relevant vocabulary and detail 	<ul style="list-style-type: none"> • Ask geographical questions and respond using evidence to support answers • Give reasons for my views supported with some evidence. • Collect and record evidence and begin to offer explanations • Make comparisons and describe changes over time. • Identify links and relationships • Communicate ideas in a variety of ways, including paragraphs, diagrams and maps. 	<ul style="list-style-type: none"> • Ask relevant geographical questions and respond using a range of evidence and data. • Give reasons for my views supported with a range of evidence • Identify and understand different views. • Collect, record & analyse evidence. • Explain differences and similarities, reasons for changes over time • Identify and begin to explain links and relationships • Communicate ideas in a variety of ways, including writing at length.
<p>Geographical enquiry and skills 2</p> <ul style="list-style-type: none"> • Use atlases and globes, maps and plans, aerial photographs. • Use compass directions • Use fieldwork and observational skills • Use ICT to help in geographical investigations 	<ul style="list-style-type: none"> ▪ Extract basic information from a pictorial map, atlases and globes ▪ Use pictures and photos (e.g. aerial photographs) to recognise landmarks ▪ Identify features and make plans of familiar areas ▪ Use locational language e.g. near, far ▪ Follow directions, e.g. a route on a map. ▪ Use maps to help identify seasonal and daily weather 	<ul style="list-style-type: none"> ▪ Use world maps, atlases, globes and plans to answer questions. ▪ Understand that a globe can be represented as a flat surface ▪ Use a range of visuals, including photos, plans and Google Earth to describe basic physical features ▪ Devise a simple map and use and construct basic symbols in a key. ▪ Use simple compass directions to describe the location of features and routes on a map. ▪ Identify hot/cold areas of the world in relation 	<ul style="list-style-type: none"> • Use world maps, atlases & globes and plans to investigate and gather information, • Measure distances between 2 points • Use a range of resources and ICT to help in geographical investigations • Draw maps and plans using a specific scale and key. • Use the 8 points of a compass symbols and key to build knowledge of the UK and wider world • Use letter and number co-ordinates to locate features on a map ▪ Identify position/significance of latitude/longitude, Equator, Northern and Southern Hemisphere. ▪ Use a range of fieldwork 	<ul style="list-style-type: none"> • Use maps, atlases & globes at a range of scales to investigate, gather and analyse information • Measure distances between various points • Use and select appropriate resources and ICT to help in geographical investigations • Draw maps and plans at a variety of scales, using keys to identify a wide range of features. • Use the 8 points of a compass and 4 figure grid references, symbols and key to build knowledge of the UK and wider world. • Identify position/significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones including day and night. ▪ Use a range of fieldwork techniques and instruments including sketch maps, plans and

	<p>patterns</p> <ul style="list-style-type: none"> Use simple observational & fieldwork skills 	<p>to the equator and the poles</p> <ul style="list-style-type: none"> Use simple observational & fieldwork and I skills 	<p>techniques and instruments including sketch maps, plans and graphs.</p>	<p>graphs and digital technologies.</p>
<p>Geographical vocabulary</p>	<ul style="list-style-type: none"> Key physical features - forest, hill, river, ocean Vocabulary to describe weather. Key human features – house, city, town, shop. 	<ul style="list-style-type: none"> Key physical features - beach, coast, mountain, soil, valley, vegetation Key human features – village, factory, farm, office. 	<ul style="list-style-type: none"> Key terms in physical geography - mountains, volcanoes, earthquakes, Key terms in human geography - settlements and land use. 	<ul style="list-style-type: none"> Key terms in physical geography.- climate zones, biomes and vegetation belts and the water cycle. Key terms in human geography - trade, natural resources, minerals
<p>Knowledge and understanding 1</p> <ul style="list-style-type: none"> Key features (physical and human) Location Reasons why places are like they are How and why places change Similarities and differences How places are interdependent 	<ul style="list-style-type: none"> Locate continents and oceans, distinguishing between land and sea Identify / locate 4 countries of the UK. Identify and describe human/ and physical features of school and local area. 	<ul style="list-style-type: none"> Name and locate continents and oceans Identify / locate capital cities in UK and name surrounding seas Describe key human and physical features of small area of UK such as an island Compare area of UK to a contrasting Non-European country. 	<ul style="list-style-type: none"> Name, locate and describe key features of European countries, major cities and environmental regions. Name/locate and describe key features of counties and cities in UK. Identify, describe and compare human and physical features of region/area of UK (different from KS1) and an European country 	<ul style="list-style-type: none"> Name, locate and describe key features of European, North & South American countries and major cities. Identify human and physical characteristics of UK – hills, mountains, cities, rivers, and describe key topographical features and land-use patterns Describe, compare and give reasons for human and physical features of region/area of UK (different from KS1), and a region/area in North or South America.
<p>Knowledge and understanding 2</p> <ul style="list-style-type: none"> Patterns made by individual physical and human features in the environment Physical and human process Environmental change 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns 	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world. 	<ul style="list-style-type: none"> Describe climate zones and makes links with physical features of the environment Describe the impact of physical (including natural disasters) and human features including settlements) on the environment. Make connections between physical and human environment Describe changes over time in both human and physical characteristics in UK. 	<ul style="list-style-type: none"> Describe and understand key aspects of the water cycle Understand that people can impact on the environment in a variety of different ways. Describe and understand key aspects of economic activity including trade links & distribution of natural resources including energy, food, minerals and water supplies. Give reasons why human and physical characteristics in areas studied have changed over time

