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| **Geography**  **Progression Map** | | | | | | | | | |
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| **KS1** | | | | | | | | | |
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| **Year 1** | | | | | | | | | |
| **Geographical Enquiry** | | | **Physical Geography** | | | **Human Geography** | | | **Geographical Knowledge** |
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| * Can they say what they like about their locality? * Can they sort things they like and don’t like? * Can they answer some questions using different resources, such as books, the internet and atlases? * Can they think of a few relevant questions to ask about a locality? * Can they answer questions about the weather? * Can they keep a weather chart? | | | * Can they tell someone their address? * Can they explain the main features of a hot and cold place? * Can they describe a locality using words and pictures? * Can they explain how the weather changes with each season? * Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’? | | | * Can they begin to explain why they would wear different clothes at different times of the year? * Can they tell something about the people who live in hot and cold places? * Can they explain what they might wear if they lived in a very hot or a very cold place? | | | * 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? |
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| **Year 2** | | | | | | | | | |
| **Geographical Enquiry** | | | **Physical Geography** | | | **Human Geography** | | | **Geographical Knowledge** |
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| * Can they label a diagram or photograph using some geographical words? * Can they find out about a locality by using different sources of evidence? * Can they find out about a locality by asking some relevant questions to someone else? * Can they say what they like and don’t like about their locality and another locality like the seaside? | | | * Can they describe some physical features of their own locality? * Can they explain what makes a locality special? * Can they describe some places which are not near the school? * Can they describe a place outside Europe using geographical words? * Can they describe some of the features associated with an island? * Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? | | | * Can they describe some human features of their own locality, such as the jobs people do? * Can they explain how the jobs people do may be different in different parts of the world? * Do they think that people ever spoil the area? How? * Do they think that people try to make the area better? How? * Can they explain what   facilities a town or village might need? | | | * 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? |
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| **Lower KS2** | | | | | | | | | |
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| **Year 3** | | | | | | | | | |
| **Geographical Enquiry** | | | **Physical Geography** | | | **Human Geography** | | | **Geographical Knowledge** |
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| * Do they use correct geographical words to describe a place and the events that happen there? * Can they identify key features of a locality by using a map? * Can they begin to use 4 figure grid references? * Can they accurately plot NSEW on a map? * Can they use some basic OS map symbols? * Can they make accurate measurement of distances within 100Km? | | | * Can they use maps and atlases appropriately by using contents and indexes? * Can they describe how volcanoes are created? * Can they describe how earthquakes are created? * Can they confidently describe physical features in a locality? * Can they locate the Mediterranean and explain why it is a popular holiday destination? * Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? | | | * Can they describe how volcanoes have an impact on people’s lives? * Can they confidently describe human features in a locality? * Can they explain why a locality has certain human features? * Can they explain why a place is like it is? * Can they explain how the lives of people living in the Mediterranean would be different from their own? | | | * Can they name a number of countries in the Northern Hemisphere? * 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? * Are they aware of different weather in different parts of the world, especially Europe? |
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| **Year 4** | | | | | | | | | |
| **Geographical Enquiry** | | | **Physical Geography** | | | **Human Geography** | | | **Geographical Knowledge** |
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| * Can they carry out a survey to discover features of cities and villages? * Can they find the same place on a globe and in an atlas? * Can they label the same features on an aerial photograph as on a map? * Can they plan a journey to a place in England? * Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? | | | * Can they describe the main features of a well-known city? * Can they describe the main features of a village? * Can they describe the main physical differences between cities and villages? * Can they use appropriate symbols to represent different physical features on a map? | | | * Can they explain why people are attracted to live in cities? * Can they explain why people may choose to live in a village rather than a city? * Can they explain how a locality has changed over time with reference to human features? * Can they find different views about an environmental issue? What is their view? * Can they suggest different ways that a locality could be changed and improved? | | | * Can they locate the Tropic of Cancer and the Tropic of Capricorn? * Do they know the difference between the British Isles, Great Britain and UK? * Do they know the countries that make up the European Union? * Can they name up to six cities in the UK and locate them on a map? * Can they locate and name some of the main islands that surround the UK? * Can they name the areas origin of the main ethnic groups in the UK & in their school? |
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| **Upper KS2** | | | | | | | | | |
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| **Year 5** | | | | | | | | | |
| **Geographical Enquiry** | | | **Physical Geography** | | | **Human Geography** | | | **Geographical Knowledge** |
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| * Can they collect information about a place and use it in a report? * Can they map land use? * Can they find possible answers to their own geographical questions? * Can they make detailed sketches and plans; improving their accuracy later? * Can they plan a journey to a place in another part of the world, taking account of distance and time? | | | * Can they explain why many cities of the world are situated by rivers? * Can they explain how a location fits into its wider geographical location; with reference to physical features? * Can they explain how the water cycle works? * Can they explain why water is such a valuable commodity? | | | * Can they explain why people are attracted to live by rivers? * Can they explain how a location fits into its wider geographical location; with reference to human and economical features? * Can they explain what a place might be like in the future, taking account of issues impacting on human features? | | | * 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? |
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| **Year 6** | | | | | | | | | |
| **Geographical Enquiry** | | | **Physical Geography** | | | **Human Geography** | | | **Geographical Knowledge** |
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| * Can they confidently explain scale and use maps with a range of scales? * Can they choose the best way to collect information needed and decide the most appropriate units of measure? * Can they make careful measurements and use the data? * Can they use OS maps to answer questions? * Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? | | | * Can they give extended descriptions of the physical features of different places around the world? * Can they describe how some places are similar and others are different in relation to their human features? * Can they accurately use a 4-figure grid reference? * Can they create sketch maps when carrying out a field study? | | | * Can they give an extended description of the human features of different places around the world? * Can they map land use with their own criteria? * Can they describe how some places are similar and others are different in relation to their physical features? | | | * 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? |