



National Curriculum 2014: Progression in Geography

Progression in Geography

	EYFS	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	
	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 [for example, 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 their 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 	



National Curriculum 2014: Progression in Geography

		Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork	Fieldwork	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can ask simple geographical questions. I can use simple observational skills to study the geography of the school and its grounds I can use simple maps of the local area. I can use words such as near and far, left and right to talk about where things are. I can make simple maps and plans. <p><i>Year 2</i></p> <p>I can use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied.</p> <ul style="list-style-type: none"> I can use simple directions (North, South, West and East) and Locational and directional language (near, far, left and right) to describe the location of features and routes on a map. I can 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. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environments. 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can ask and answer geographical questions, Why is it like this? How have people affected what it lookslike? What do you think about that? I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. I can understand use geographical terms such as meander, flood plain, locations, industry, transport, settlement, water cycle I can make more detailed fieldwork sketches/diagrams I can use four figure grid references. I can use the 8 points of a compass. <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can collect and accurately measure information I can understand and use a widening range of terms I can measure straight line distances using the right scale I can explore features on OS maps using figure grid references I can draw accurate maps with more complex keys 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can understand and use a widening range of geographical terms such as climate, zones, biomesand vegetation belts, rivers, mountains, volcanoesand earthquakes, and the water cycle I can use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied I can make plans and maps using symbols and keys <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can 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 my knowledge of the UK and wider world. I can use field work 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. I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, and trade links. I can use maps, charts etc to support decision making about the location of places e.g. new bypass.



National Curriculum 2014: Progression in Geography

		Year 1/2		Year 3/4		Year 5/6	
Geographical Skills and Fieldwork continued		<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can name the four countries in the United Kingdom and locate them on a map. 	<p><i>Year 2</i></p> <ul style="list-style-type: none"> I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can find where I live on a map of the United Kingdom. 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can use some basic Ordnance Survey map symbols. I can use grid references on a map. I can use an atlas by using the index to find places. 	<p><i>Year 4</i></p> <ul style="list-style-type: none"> I can find at least six cities in the UK on a map. I can name and locate some of the main islands that surround the United Kingdom. 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can name and locate many of the world's most famous rivers in an atlas. I can name and locate many of the world's most famous mountainous regions in an atlas. 	<p><i>Year 6</i></p> <ul style="list-style-type: none"> I can use Ordnance Survey symbols and 6 figure grid references. I can answer questions by using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
	Map Skills						



National Curriculum 2014: Progression in Geography

	Year 1/2		Year 3/4		Year 5/6	
Locational Knowledge	Pupils should be taught to: <ul style="list-style-type: none"> 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 and its surrounding seas 		Pupils should be taught to: <ul style="list-style-type: none"> 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) 			
	Year 1 <ul style="list-style-type: none"> I can explain where I live and tell someone my address. I can name the four countries in the United Kingdom and locate them on a map. 	Year 2 <ul style="list-style-type: none"> I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can name the capital cities of England, Wales, Scotland and Ireland. 	Year 3 <ul style="list-style-type: none"> I know some of the countries that make up the European Union. I can name a number of countries in the northern hemisphere. I can name and locate the capital cities of neighbouring 	Year 4 <ul style="list-style-type: none"> I can explain the difference between the British Isles, Great Britain and the United Kingdom. I can find at least six cities in the UK on a map. I can name and locate some of the main islands that surround the United Kingdom. 	Year 5 <ul style="list-style-type: none"> I can plan a journey to a place in another part of the world, taking account of distance and time. I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. 	Year 6 <ul style="list-style-type: none"> I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. I can explain how time zones work and



National Curriculum 2014: Progression in Geography

			<p>European countries.</p> <ul style="list-style-type: none">• I can locate the Tropic of Cancer and Tropic of Capricorn.•			<p>calculate time differences</p>
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National Curriculum 2014: Progression in Geography

Place Knowledge	Pupils should be taught to:		Pupils should be taught to:			
	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country 		<ul style="list-style-type: none"> 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 			
	Year 1 <ul style="list-style-type: none"> I can name, describe and compare place I know. I can link home with other places in my area. I can show I know about changes that are happening in the local environment e.g. at school. I can suggest ideas for improving the school environment. 	Year 2 <ul style="list-style-type: none"> I can say what I like and do not like about the place I live in. I can say what I like and do not like about a different place. I can describe a place outside Europe using geographical words. I can describe some of the features of an island. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I can explain how jobs may be different in other locations. I can explain how an area has been spoilt or improved and give my reasons. 	Year 3 <ul style="list-style-type: none"> I can understand why there are similarities and differences between places I can show some sense of how places relate to each other 	Year 4 <ul style="list-style-type: none"> I can show I know about the wider context of places – region, country I can understand why there are similarities and differences between places 	Year 5 <p>I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.</p>	Year 6 <ul style="list-style-type: none"> I can describe how some places are similar and dissimilar in relation to their human and physical features.

National Curriculum 2014: Progression in Geography					
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, hills, volcanoes, earthquakes, and the water cycle 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 			
<p>Year 1</p> <ul style="list-style-type: none"> I can keep a weather chart and answer questions about the weather. I can explain how the weather changes throughout the year and name the seasons. I can explain the clothes that I would wear in hot and cold places. 	<p>Year 2</p> <ul style="list-style-type: none"> I can explain the facilities that a village, town and city may need and give reasons. I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Year 3</p> <ul style="list-style-type: none"> I can carry out research to discover features of villages, towns or cities. I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another 	<p>Year 4</p> <ul style="list-style-type: none"> I can use the correct geographical words to describe a place. I can describe how volcanoes are created. I can locate and name some of the world's most famous volcanoes. I can describe how earthquakes are created. 	<p>Year 5</p> <ul style="list-style-type: none"> I can explain how a location fits into its wider geographical location with reference to human and economical features. I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 	<p>Year 6</p> <ul style="list-style-type: none"> I can 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.



National Curriculum 2014: Progression in Geography

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