



Geography progression document

	Location knowledge	Place knowledge	Human physical geography	Geographical skills and fieldwork
Nursery	<p>Pupils begin to name the school that they attend, the town they live in and the road that they live on.</p> <p>Listens to stories about places other than where they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Pupils can name different parts of the whole school and have an understanding as to where they are.</p> <p>Pupils can talk about the things that they find in the school grounds and begin to recognise how these are different in a contrasting familiar place e.g. trees on the field, sand on the beach.</p>	<p>Shows an interest in the lives of people familiar to them.</p> <p>Shows an interest in different occupations and ways of life</p> <p>Show care and concern for their immediate environment e.g. tidying, recycling snack containers, cycling on the path not on the flower bed.</p> <p>Listens to stories about places other than where they live and begins to know that some places are hot and some cold in the natural world.</p>	<p>Begin to talk about the layout of small world situations</p> <p>Begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Uses positional language</p>
Reception	<p>To listen to stories from other places and locate them on a globe with support.</p> <p>To find familiar places on a map with support.</p> <p>They are able to name the town they live in and at least two other towns familiar to them.</p> <p>Draw information from a simple map.</p>	<p>They talk about the features of their own environment and how environments might vary from one another.</p> <p>Understand the features found in at least two contrasting environments e.g. farm and town.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Children begin to recognise similarities and differences between themselves and others and among people, cultures and communities within the natural world.</p> <p>To identify reusable and recyclable materials in Art, classroom organisation.</p> <p>To identify changes in the environment around them and begin to explain them, e.g. changes in the outdoor area layout.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Children recognise, create and describe patterns.</p> <p>To become familiar with finding their post code on google earth.</p> <p>Follow maps and plans of familiar environments.</p> <p>To choose particular colours for a purpose e.g. red for hot, blue for water.</p> <p>Gives meaning to the marks they make as they draw paint and write.</p> <p>To begin to write labels and captions. Explore the natural world around them.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
Year 1	<p>Pupils can name and locate three (Europe, Africa, North America) of the seven continents of the world</p> <p>Pupils can name and locate two (Atlantic and Pacific) of the five oceans of the world</p>	<p>Pupils have studied a small area (local area of school) in the U.K and in a non-European country (link to a non-European country where a toy is found- links to History topic) and are able to identify a few similarities and differences in human and physical geography.</p>	<p>Pupils can identify seasonal patterns (link to seasonal change in Science) in the UK.</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to human features and</p>	<p>Pupils are beginning to use maps and atlases to identify studied regions more confidently and can use at least one accurately</p> <p>Pupils can use simple compass directions.</p> <p>Pupils are recognising landmarks.</p> <p>Pupils are beginning to devise a simple map</p>



	Pupils can identify that they live in England in the UK and name the capital city.		physical features (specific examples found on the curriculum).	
Year 2	<p>Pupils can name and locate the seven continents of the world</p> <p>Pupils can name and locate the five oceans of the world</p> <p>Pupils can name and locate the four countries of the United Kingdom</p> <p>Pupils can name the four capital cities of the United Kingdom</p> <p>Pupils to Name the Surrounding Seas of the UK e.g. Irish, North, English Channel</p>	Pupils have studied a small area in the U.K (London) and in a non-European country (America- links to explorers topic in History) and are able to identify similarities and differences in human geography and physical geography.	<p>Pupils can identify seasonal and daily weather patterns in the UK.</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Pupils can use a wide range of basic geographical vocabulary to refer to human features and physical features.</p>	<p>Pupils can use maps, atlases and globes confidently to identify studied regions</p> <p>Pupils can use simple compass directions with increasing accuracy.</p> <p>Pupils can recognise landmarks with increased accuracy.</p> <p>Pupils can devise a simple map with basic symbols in a key</p>
<u>Geography skills and fieldwork progression (KS1)</u> <ul style="list-style-type: none"> Identify things in photos Visit in real life is possible Identify in aerial photos Identify on a map (OS map symbols) Locate on a map of UK or rest of the world Describe its location in relation to other places or features studied Locate in an atlas. 			<u>Use basic geographical vocabulary to refer to:</u> <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, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
Year 3	<p>Pupils can locate countries in Europe, North and South America on a map (including the location of Russia).</p> <p>Pupils can, with increasing accuracy, locate cities, rivers and seas of the United Kingdom</p> <p>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian</p>	Pupils have studied a small area in the U.K (London) and in a European country (Italy) and are able to understand similarities and differences in human geography and physical geography	Pupils can describe a few aspects of physical and human geography including: rivers and climate zones.	<p>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</p> <p>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</p> <p>Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>
Year 4	<p>Pupils can locate countries in Europe, North/South America and Africa on a map with increasing accuracy.</p> <p>Pupils can locate cities of the United Kingdom and are beginning to identify countries, rivers and coasts.</p> <p>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern</p>	Pupils have studied a region of the U.K, a region in a European country and a region within North/South America or Africa and are beginning to identify similarities and differences between the three in physical geography and human geography.	Pupils can describe an increased range of aspects of physical geography and human geography including: mountains and volcanoes (follows on from Science of Rocks in Y3).	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p>



	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones			Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies
Year 5	<p>Pupils can locate countries of the world on a map</p> <p>Pupils can locate counties and cities, rivers, coasts and mountains of the United Kingdom</p> <p>Pupils can identify most for 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</p> <p>Pupils can identify aspects of the physical and human geography that have changed over time</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North/South America or Africa and can identify similarities and differences between the three in physical geography and human geography.</p>	<p>Pupils can describe and understand an increasing variety of key aspects of physical geography and human geography including the water cycle (links to Science- states of matter).</p>	<p>Pupils can confidently use these: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork with increasing accuracy to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>
Year 6	<p>Pupils can confidently locate countries of the world on a map</p> <p>Pupils can confidently locate counties and cities, rivers, coasts, mountains and hills of the United Kingdom</p> <p>Pupils can 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</p> <p>Pupils can confidently identify how aspects of the physical and human geography have changed over time</p>	<p>Pupils have studied a region of the U.K (targeted areas of the UK during WW2 e.g. Manchester), a region in a European country (Greece) and a region within North/South America or Africa and are able to understand similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America (Nevada) and are able to understand similarities and differences between the three in human geography</p>	<p>Pupils can describe and understand a wide range of key aspects of physical geography</p> <p>Pupils can describe and understand a wide range of key aspects of human geography including: earthquakes (follows on from Y3 science- rock formation), biomes and vegetation belts.</p>	<p>Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork confidently 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</p>



SEND Provision for Geography to allow easy access to learning

- Multi sensory approach e.g. using cameras, iPads, videos to educate and produce work, including things such as field work
- 3D models to support understanding of processes or landscapes e.g. water cycles, river features
- Using clear and appropriate geographical language and making sure this is displayed in the classroom to support
- Pre-teaching for vocabulary and processes that might need to be learnt e.g. water cycle
- Age/level appropriate atlases, globes, maps to allow children to access lessons towards the same LO but approaching this using different resources. This allows children to access these resources more independently
- Mind maps - to show links between different aspects of the Geography being taught - e.g. tracking back between different year groups to support learning