



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>	<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>	<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>
<p><u>Geography skills and fieldwork progression (KS1)</u></p> <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. 			<p><u>Use basic geographical vocabulary to refer to:</u></p> <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>	<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</p>	<p>Pupils can describe a few aspects of physical and human geography including: rivers and climate zones.</p>	<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 counties, rivers and coasts.</p> <p>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern</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 are beginning to identify similarities and differences between the three in physical geography and human geography.</p>	<p>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>	<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