

Progression in Geography

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Locational Knowledge	<p>Pupils should be taught to:</p> <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 	<p>Pupils should be taught to:</p> <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) 	
Place Knowledge	<p>Pupils should be taught to:</p> <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 	<p>Pupils should be taught to:</p> <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 	
Human and Physical 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, volcanoes and 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 	
Skills and Fieldwork	<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 	

	Rotation 1	Rotation 2	Rotation 1	Rotation 2	Rotation 1	Rotation 2
	<p>Our School Our Local area Wonderful weather Our country</p>	<p>Wonderful world Let's go to China Sensational safari Magical mapping By the seaside</p>	<p><u>Our Earth</u> Tectonics & Volcanoes Continents Atlases and maps</p> <p><u>Exploring Europe</u> Countries and capitals Borders Communications</p> <p><u>The UK</u> Countries Capitals Features</p>	<p><u>Water</u> Water Cycle Power of water Rainforests</p> <p><u>Settlements</u> Shelter Enough for everyone Sustainable settlements</p> <p><u>Seas and Oceans</u> Ocean features Mapwork Pollution</p>	<p><u>Magnificent Mountains</u> Mountain ranges Fire and Ice Climates</p> <p><u>What's it like in...?</u> Contrasting locality European study Switzerland, Russia, Germany</p> <p><u>Cities</u> London Trading and Economic activity</p>	<p><u>Rivers</u> River features Using the Power of Water South America - Amazon Africa – the Nile</p> <p><u>Changing world</u> Drought & deserts Cause & Effect India – Local study Climate change Recycle and renewable</p> <p><u>Coastlines</u> Erosion Deposition Management</p>
<p>Map & Field Study Skill Examples</p>	<p>Use a simple picture map to move around the school Use descriptive vocab such as bigger, smaller,</p> <p>Use directional vocab such as: near and far, up and down, left and right, forwards and backwards</p> <p>Use world maps to find the UK in its position in the world.</p> <p>Use maps to learn the four countries and capital cities of UK and its surrounding seas</p> <p>Draw simple maps, with simple symbols (e.g. classroom) Use photos and maps to identify simple features</p>	<p>Follow a route on a simple map Use simple compass points (North, South, East, West) Use photos – bird's eye view</p> <p>Begin to find and name continents and oceans on a world map</p> <p>Find the hot and cold parts of the world on a globe and world map</p> <p>Draw or make a map of real or imaginary places</p> <p>Use basic symbols</p>	<p>Follow a route on a more complex map</p> <p>Find places using a range of maps including OS & digital</p> <p>Use compasses and co-ordinates</p> <p>Find the Equator and the North and South Poles</p> <p>Find Europe on a large scale map or globe,</p> <p>Name and find countries in Europe (including Russia) and their capitals</p> <p>Find the UK on a variety of different maps Name & find counties and cities of the UK</p>	<p>Follow a route on a large map Find places on a range of maps Identify features from an aerial photograph, digital or computer map</p> <p>Begin to use compass and grid references to identify features on a map (Exmoor Challenge)</p> <p>Recognise and use OS map symbols, including the key</p> <p>Draw a sketch map from a vantage point</p> <p>Draw a simple scale drawing Use some standard symbols, and a key</p>	<p>Compare maps with (aerial) photos Choose a type of map for a purpose Begin to use atlases to find out other information Begin to use compass and grid references to identify features on a map (Exmoor Challenge)</p> <p>Find countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p>Draw a variety of different maps based on known information</p> <p>Draw a sketch map using symbols and a key Use and recognise OS map symbols</p>	<p>Follow a route on a OS map (Exmoor Challenge / Field trip) Describe features shown on an OS map Use atlases to find out about other places Use a compass for bearings and 6 figure grid reference accurately (Exmoor Challenge)</p> <p>Find countries across the World including Americas</p> <p>Find and use lines of longitude & latitude</p> <p>Draw complex plans</p> <p>Use atlas symbols</p>