Progression Map

Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge			• I can name and locate the seas surrounding the United Kingdom • I can demonstrate knowledge about my local area • I can discuss some aspects relating to the physical and human geography of my local area	• I can name the seasons and describe the basic UK seasonal weather patterns • I can name some different parts • of the UK and state that the weather may vary there • I can describe locational and place knowledge about my locality, and the UK as a whole • I can name and locate the 7 continents • I can name and locate the world's 5 oceans	• I can name the main countries in the Northern hemisphere and can name and locate capital & major cities, major rivers. • I can explain where the 3 main rivers of the world are: Nile, Amazon, Danube, • I can locate, describe and compare coastal environments in the UK	• I can identify countries in the Northern and Southern Hemispheres in Europe (inc Russia) North and South America and locate them on a map. • I can locate: Mississippi, Mekong, Ganges, Danube, Yangtze rivers on the world map.	• I can name and locate many of the world's most mountainous regions (eg Rockies, Andes, Himalayas and Alps) • I can locate more unusual rivers across the world and know why they are important: Sepik, Volga, Zambezi, Mekong • I can name and locate key topographical features of the UK	• I can confidently use an atlas to locate key deserts in all 7 continents and be able to explain the key features such as cause and size. • I can explain where minerals are found around the world • I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation

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Location Knowledge			• I can name and locate the capital cities of the UK on a map and they can use the map to find out where they live. • I can explain that many different types of food come from the UK and other places around the world • I can name, locate and identify characteristics of the four countries capital cities within the of the United Kingdom, and its surrounding seas	• I can explain that many different types of food come from the different UK regions • I can describe an island located inside and outside of Europe using geographical terms such as beach, forest, hill, Mountain, Ocean and valley, stating the differences & similarities • I know the relative locations of the continents and oceans to the equator and North and South Poles	• I can describe longitude and latitude • I can locate the Equator, Northern and Southern hemispheres, Tropics of Cancer and Capricorn, North and South Poles and Arctic and Antarctic Circles on world maps and globes	• I can describe where the UK is located, using locational terminology (north, south, east, west) and name nearby counties • I can name and locate the UK's most significant river and mountain environments • I can locate the Prime/Greenwich Meridian on a globe and world map	• I can begin to locate the tropical, temperate and polar climate zones on a globe or map, name examples and have some understanding of them	• I can locate the tropical, temperate and polar climate zones on a globe or map, name examples and have some understanding of them
Place Knowledge	• I can make observations about their local environment e.g park, school, home	• I can talk about features of their own immediate environment and how environments may vary from one another.	• I can name, describe and compare familiar places (local area) • I can understand some present changes that are happening in the local environment e.g. at school	• I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	• I can understand why there are similarities and differences between places - with a focus on a region within the UK. • I can develop an awareness of how places relate to each other- region, town, city, county, hamlet etc.	• I can understand the wider context of places – region, country (within Europe) • I can understand why there are physical and human similarities and differences between places within Europe.	• I can compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences	• I can understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America

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Human &Physical Geography	• I can use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow	• I can make observations and express their views of the environment. • I can explain why geographic changes occur	• I can identify seasonal and daily weather patterns in the United Kingdom • I can begin to use resources that are given to them, and their own observations, to ask and respond to questions about places and environments • I can begin to use basic geographical vocabulary for physical and human features	• I can compare seasonal and daily weather patterns in the United Kingdom and another locality world wide • I can express opinions compare and contrast the features of different geographical places • I can make observations in order to ask and respond to questions about places and human and physical environments • I can independently use basic geographical vocabulary for physical and human features	• I can use Geographical vocabulary is used consistently throughout each piece of work • I can compare and contrast seasonal and daily weather patterns in the United Kingdom and parts of Europe	• I can begin to use Geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail. • I can begin to explore weather patterns in parts around the world (continents) and relate these to climate zones	• I can use Geographical vocabulary correctly (all majority of the time) throughout pieces of work using evidence to explain an answer in more detail. • I can explore and explain weather patterns around the world (continents) and relate these to climate zones, biomes and vegetation zones. • I can explore trade • I can describe the impact of human geography to physical geography.	• I can use Geographical vocabulary correctly (all the time) throughout pieces of work using evidence to explain an answer in more detail. • I can discuss the impact on climate change

Geographical Skills & Field work	• I can talk about what they see on the way to school. • I can name simple features e.g trees, ground, wall, grass, road	• I can use some descriptive vocabulary to describe features e.g tall tree, long wall • I can use simple directional language (near, far, infront, behind etc.). • I can ask questions about their familiar world (where they live or the natural world) • I can discuss daily weather/ seasons.	• I can use simple fieldwork and observational skills to study the geographical features of the local environment. • I can use simple locational and directional language including simple compass points (N, E, S, W). • I can devise a simple map and use basic symbols in a key of a known specific area. • I can use world maps, atlases and globes to identify the UK and its countries • I can use locational and directional language e.g. near, far, left, right, up, down, forwards and backwards • I can describe the location of features and routes on maps and photos of a known specific area. • I can conduct a survey to collect data (eg. types and	• I can use simple fieldwork and observational skills to study the geography of key human and physical features. • I can use world maps, atlases to identify the UK and contrasting localities. • I can use maps, atlases and globes to identify the continents and oceans. • I can use simple compass directions (North, East, South and West), 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 a key to locate public services/amenities on a map • I can use maps, atlases and digital mapping to locate countries and describe features studied. • I can start to use the eight points of a compass, introduce four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. • I can use orienteering skills to find different locations. • I can collect data with a focus on human geography, and start to identify links to physical geography.	• I can use maps, atlases, globes and digital mapping to locate countries; identify and describe features studied. • I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.). • I can choose appropriate resources to investigate an aspect of an area. (topic specific)	• I can identify symbols on OS maps and can begin to use compass points confidently. • I can identify a location using lines of latitude and longitude. • I can research, represent and interpret data regarding extreme weather and climate. • I can start to analyse and draw conclusions about a place, based on a range of statistics. • I can start to use a range of resources to give support to details and opinions of the characteristic features of a place. • I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • I can use the eight points of a compass, extend to eight-figure grid	• I can read OS maps, identify common symbols and use the 8 compass points. • I can use longitude and latitude to identify locations (including time zones). • I can use field work to create representations of a location. • I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • I can use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and

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			numbers of plants / weather patterns). • I can use simple digital technology • to record what is seen and support observation.				references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. • I can use fieldwork (residential and non residential) to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • I can use orienteering skills to locate different objects on a given map. Study the environment by pond dipping and stream studies.	graphs, and digital technologies. • I can introduce the use of quadrants to compare the school and local environment

Vocabulary	*trees* *grass* *ground* *wall* *road* *weather* *hot* *cold* *wet* *snow*	*under* *through* *next to* *behind* *seasons* *forest* *river* *beach* *house school shop* *park*	*beach cliff coast* *forest hill mountain* *sea ocean river soil* *valley continent* *month year season* *summer autumn* *winter spring (from Maths NC)* *weather hot cold* *desert (vaguely; i.e. more detail at Y3)* *rain gauge, wind sock, wind vane* *equal to, more/less than, larger smaller most least half whole share group* *above below underneath centre journey guess nearly roughly, close to, old(er) new(er)* *England London Scotland Edinburgh Wales Cardiff, Northern Ireland, Belfast* *area same different point* *city town village factory farm house shop weekend journey abroad*	*vegetation seasonal daily (weekly monthly etc) fortnight January February (etc)* *island peninsula* *Europe Africa Asia, North & South America, Antarctica Australia* *Pacific Atlantic Indian Arctic Antarctic (Southern)* *poles equator temperature thermometer* *habitat, life cycle, food chain, food web (from Sci NC)* *compare order value rank represents, stands for, exact(ly) round nearest* *fractions* *symbol calculate, measuring scale* *similarity difference*	*rivers mountains, natural resources, characteristic* *climate zones, vegetation belts (forest, grassland, t undra, desert, ice sheet) climate soil tropical temperate* *igneous metamorphic sedimentary pressure heat crystals fossil organic (from Sci NC)* *corresponding equivalent positive negative* *round up/down, approximate(ly) estimate remainder data(base) row column cell* *Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West*	*volcano earthquake epicentre zenith focus tectonic* *biome vegetation region dominant environmental anemometer barometer* *water cycle, precipitation evaporation condensation (from Sci NC)* *negative numbers* *increase, decrease factor* *plot quadrant origin* *economic activity, trade links, land use, finance retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics contiguous* *impact settlement waste sewage pollution, sound pollution (from Sci NC)*	*topography erosion stock stack column cave cliff wave force friction gravity (from Sci NC)* *latitude longitude Equator, N&S Hemisphere, Tropics of Cancer & Capricorn, Prime/Greenwich Meridian* *Name and locate remaining countries and capitals of the Americas* *Identify countries and cities on other continents that are of interest to children eg Bangladesh Indonesia Malaysia Singapore, New Zealand, Madagascar erosion distribution (of natural resources etc)* *arrive depart statistics timetable, line graph, bar line chart, mode range maximum minimum*	*Name and locate countries/cities on other continents that might be / have been in the news: Afghanistan Iran Iraq, Saudi Arabia, Yemen, North & South Korea, Hong Kong, Zimbabwe Sudan* *economy, zone/sphere of influence, demographic* *recurring quantities scale proportion ratio (from Maths NC)* *adaptation evolution, survival of the fittest, (from Sci NC)*

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			capital country *object (from Sci NC*	*office port harbour estuary bay* *channel* *material artificial natural (from Sci NC)*	*Orkney Shetland Herbrides archipelago* *authority council government borough district administration municipality* *Arctic Circle, Antarctic Circle, tropics/tropical* *hemisphere (from Maths NC)* *region, case study, contrast compare settlement locality community culture energy renewable minerals function (inter)national canal waterway* *amount worth expensive (from Maths NC)* *million* *billion*		*outcome (from Maths NC)* *million (from Maths NC - so understand more than in Y3)*	