



# Geography Progression

	Y1	Y2	Y3	Y4	Y5	Y6
Locational and Place knowledge	<p>Name where I live and name some of the towns/cities near Name, locate and identify characteristics of the 4 countries of the UK.</p> <p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Ask geographical questions e.g. What is it like to live in this place? Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p> <p>Distinguish between human and physical features of a small area (e.g. the school)</p>	<p>Use maps and globes to locate the UK.</p> <p>Identify the 4 countries and label the capital cities.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. What is it like to live in this place?</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and Express own views about a place, people and environment.</p> <p>Locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences of human and physical geography of Sheffield and a small area in a non-European country</p>	<p>Build on knowledge of UK</p> <p>Understand some differences and similarities through studying the human and physical geography of a region in the United Kingdom</p> <p>Use maps to locate countries of Europe.</p> <p>Study maps to make assumptions about the different areas of Europe</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc).</p> <p>Relate to UK landmarks.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</p> <p>Understand how land use changes over time.</p>	<p>Identify the different hemispheres on a map.</p> <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere. Ask questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Use and explain the term 'climate zone'.</p> <p>Identify the different climate zones</p> <p>Use maps to identify different climate zones.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Children to ask questions about global warming.</p> <p>Discover the cause of global warming and research the implications.</p> <p>Identify changes to be made in own lives in response to this.</p> <p>Understand the term 'biome'.</p> <p>Be aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc.</p> <p>Make comparisons to life in the UK and consider how life in the UK may be similar to other places.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom</p>	<p>Confidently use maps, globes and Google Earth.</p> <p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate a large urban areas on a map and use geographical symbols</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Use maps to locate features of the UK e.g. rivers, mountains, large cities.</p> <p>Label counties, cities, mountains and rivers.</p> <p>Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p>Locate countries within Europe.</p> <p>Environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>Compare a region in UK with a region with significant differences and similarities.</p>	<p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</p> <p>Understand how these features may have changed over time.</p> <p>Select the most appropriate map for different</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the major cities of the world and draw conclusions as to their similarities and differences.</p> <p>Use maps to identify longitude and latitude.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Use a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom</p>



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Human & Physical geography	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season, weather</p> <p>Identify key human features, including: city, town, village, factory, farm, house and shop. Be able to verbalise and write about similarities and differences between the features of the two localities. Ask questions about the weather and seasons. Observe and record</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Identify basic seasonal weather patterns in the UK</p> <p>Describe physical features of the school, grounds and surrounding environment</p>	<p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are?</p> <p>Identify the equator and locate the places on the Equator which are the hottest.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify daily weather patterns in the UK</p> <p>Identify the location of hot and cold areas of the world in relation to the North and South poles and the equator</p>	<p>Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p>Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today?</p> <p>Relate land use and trade to settlements. Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns.</p> <p>Understand how some key aspects have changed over time.</p>	<p>Look at pictures and labelled diagrams of different historical settlements over time.</p> <p>Produce own pictures and labelled diagrams.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.</p> <p>Name and describe types of settlements in modern Britain and their characteristics: villages, towns, cities. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p> <p>Identify main economies in the immediate area. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers.</p> <p>Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</p> <p>Discover where food comes from. Discuss and debate fair trade.</p> <p>Investigate the facts and join in a reasoned discussion.</p> <p>Generate solutions and promote ethically sound trade.</p> <p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p> <p>Reflect on the impact trade has on an area and generate ideas for cause and effect. Describe and understand key aspects of physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Aspects of physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>	<p>Describe and explain the processes that cause natural disasters.</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Compare maps and aerial photographs.</p> <p>Make comparisons and reflect on the reasons for the differences.</p> <p>Study pictures of land use during these three periods</p> <p>Draw conclusions and develop informed reasons for the changes.</p> <p>Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes.</p> <p>Look at maps on different scales and calculate scales on own maps.</p> <p>Research and present Britain's export trade.</p> <p>Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this?</p> <p>Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?</p> <p>Describe and understand key aspects of: physical geography including mountains Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>Describe and understand key aspects of distribution of natural resources focussing on energy, minerals etc</p>



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Skills & Fieldwork	<p><b>Using maps</b> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><b>Map knowledge</b> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><b>Making maps</b> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p><b>Using maps</b> Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><b>Map knowledge</b> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><b>Making maps</b> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key For Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far) Devise a simple map, including basic symbols in a key (e.g. part of Sheffield/Woodthorpe) Identify some of the key human and physical features of a place.</p>	<p><b>Using maps</b> Follow a route on a map with some accuracy Locate places using a range of maps including OS &amp; digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><b>Map knowledge</b> Locate the UK on a variety of different scale maps Name &amp; locate the counties and cities of the UK</p> <p><b>Making maps</b> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key</p>	<p><b>Using maps</b> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><b>Map knowledge</b> Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><b>Making maps</b> Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint For Use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies</p>	<p><b>Using maps</b> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><b>Map knowledge</b> Locate the world's countries, focus on North &amp; South America Identify the position and significance of lines of longitude &amp; latitude</p> <p><b>Making maps</b> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly Knowledge of UK in the past and present using the eight points of a compass, four-figure grid references, symbols and key</p>	<p><b>Using maps</b> Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p><b>Map knowledge</b> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><b>Making maps</b> Draw plans of increasing complexity Begin to use and recognise atlas symbols skills to include non-UK countries Analyse statistics to gain insight into locational characteristics (minerals, natural resources). Extend skills to 6 figure grid references with teaching of latitude and longitude.</p>



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Key Vocabulary	Country, capital city, sea, ocean, map, physical feature, human feature, near, far maps, atlases and globes north, east, south, west.	Equator, North, South Poles. United Kingdom and European, country. compass direction, seasonal weather patterns grid references,	Europe, mountainous areas, urban,	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones	Scale, equator, hemisphere, southern, northern, landmark, continent, climate zones biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. four-figure grid references, symbols	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones countries and geographical regions interconnected interdependent. Ordnance Survey symbols eight points of a compass