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| **Geography****Progression Map** |
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| **KS1** |
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| **Year 1** |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
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| * Can they say what they like about their locality?
* Can they sort things they like and don’t like?
* Can they answer some questions using different resources, such as books, the internet and atlases?
* Can they think of a few relevant questions to ask about a locality?
* Can they answer questions about the weather?
* Can they keep a weather chart?
 | * Can they tell someone their address?
* Can they explain the main features of a hot and cold place?
* Can they describe a locality using words and pictures?
* Can they explain how the weather changes with each season?
* Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’?
 | * Can they begin to explain why they would wear different clothes at different times of the year?
* Can they tell something about the people who live in hot and cold places?
* Can they explain what they might wear if they lived in a very hot or a very cold place?
 | * Can they identify the four countries making up the United Kingdom?
* Can they name some of the main towns and cities in the United Kingdom?
* Can they point out where the equator, north pole and south pole are on a globe or atlas?
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| **Year 2** |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
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| * Can they label a diagram or photograph using some geographical words?
* Can they find out about a locality by using different sources of evidence?
* Can they find out about a locality by asking some relevant questions to someone else?
* Can they say what they like and don’t like about their locality and another locality like the seaside?
 | * Can they describe some physical features of their own locality?
* Can they explain what makes a locality special?
* Can they describe some places which are not near the school?
* Can they describe a place outside Europe using geographical words?
* Can they describe some of the features associated with an island?
* Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?
 | * Can they describe some human features of their own locality, such as the jobs people do?
* Can they explain how the jobs people do may be different in different parts of the world?
* Do they think that people ever spoil the area? How?
* Do they think that people try to make the area better? How?
* Can they explain what

facilities a town or village might need?   | * Can they name the continents of the world and find them in an atlas?
* Can they name the world’s oceans and find them in an atlas?
* Can they name the major cities of England, Wales, Scotland and Ireland?
* Can they find where they live on a map of the UK?

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| **Lower KS2** |
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| **Year 3** |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
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| * Do they use correct geographical words to describe a place and the events that happen there?
* Can they identify key features of a locality by using a map?
* Can they begin to use 4 figure grid references?
* Can they accurately plot NSEW on a map?
* Can they use some basic OS map symbols?
* Can they make accurate measurement of distances within 100Km?
 | * Can they use maps and atlases appropriately by using contents and indexes?
* Can they describe how volcanoes are created?
* Can they describe how earthquakes are created?
* Can they confidently describe physical features in a locality?
* Can they locate the Mediterranean and explain why it is a popular holiday destination?
* Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?

  | * Can they describe how volcanoes have an impact on people’s lives?
* Can they confidently describe human features in a locality?
* Can they explain why a locality has certain human features?
* Can they explain why a place is like it is?
* Can they explain how the lives of people living in the Mediterranean would be different from their own?

   | * Can they name a number of countries in the Northern Hemisphere?
* Can they locate and name some of the world’s most famous volcanoes?
* Can they name and locate some well-known European countries?
* Can they name and locate the capital cities of neighbouring European countries?
* Are they aware of different weather in different parts of the world, especially Europe?
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| **Year 4** |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
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| * Can they carry out a survey to discover features of cities and villages?
* Can they find the same place on a globe and in an atlas?
* Can they label the same features on an aerial photograph as on a map?
* Can they plan a journey to a place in England?
* Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?
 | * Can they describe the main features of a well-known city?
* Can they describe the main features of a village?
* Can they describe the main physical differences between cities and villages?
* Can they use appropriate symbols to represent different physical features on a map?
 | * Can they explain why people are attracted to live in cities?
* Can they explain why people may choose to live in a village rather than a city?
* Can they explain how a locality has changed over time with reference to human features?
* Can they find different views about an environmental issue? What is their view?
* Can they suggest different ways that a locality could be changed and improved?
 | * Can they locate the Tropic of Cancer and the Tropic of Capricorn?
* Do they know the difference between the British Isles, Great Britain and UK?
* Do they know the countries that make up the European Union?
* Can they name up to six cities in the UK and locate them on a map?
* Can they locate and name some of the main islands that surround the UK?
* Can they name the areas origin of the main ethnic groups in the UK & in their school?
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| **Upper KS2** |
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| **Year 5** |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
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| * Can they collect information about a place and use it in a report?
* Can they map land use?
* Can they find possible answers to their own geographical questions?
* Can they make detailed sketches and plans; improving their accuracy later?
* Can they plan a journey to a place in another part of the world, taking account of distance and time?
 | * Can they explain why many cities of the world are situated by rivers?
* Can they explain how a location fits into its wider geographical location; with reference to physical features?
* Can they explain how the water cycle works?
* Can they explain why water is such a valuable commodity?
 | * Can they explain why people are attracted to live by rivers?
* Can they explain how a location fits into its wider geographical location; with reference to human and economical features?
* Can they explain what a place might be like in the future, taking account of issues impacting on human features?
 | * Can they name and locate many of the world’s major rivers on maps?
* Can they name and locate many of the world’s most famous mountain regions on maps?
* Can they locate the USA and Canada on a world map and atlas?
* Can they locate and name the main countries in South America on a world map and atlas?
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| **Year 6** |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
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| * Can they confidently explain scale and use maps with a range of scales?
* Can they choose the best way to collect information needed and decide the most appropriate units of measure?
* Can they make careful measurements and use the data?
* Can they use OS maps to answer questions?
* Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?
 | * Can they give extended descriptions of the physical features of different places around the world?
* Can they describe how some places are similar and others are different in relation to their human features?
* Can they accurately use a 4-figure grid reference?
* Can they create sketch maps when carrying out a field study?
 | * Can they give an extended description of the human features of different places around the world?
* Can they map land use with their own criteria?
* Can they describe how some places are similar and others are different in relation to their physical features?
 | * Can they recognise key symbols used on ordnance survey maps?
* Can they name the largest desert in the world?
* Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
* Can they explain how the time zones work?

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