

Year 1 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Physical and Human Features</p> <ul style="list-style-type: none"> – Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. – Use world maps, atlases and globes to identify the UK and its countries. – Use basic Geographical vocabulary to refer to: 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. 		
<p>Spring 1 and 2: Weather patterns</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. 		
<p>Summer 1 and 2: Continents, oceans and compass points</p> <ul style="list-style-type: none"> • Location of hot and cold areas of the world in relation to the equator and the North and South Poles • Name and locate the world's 7 continents and 5 oceans. • Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage 		

Year 1 Geographical Progression in Skills and Knowledge

Key Stage 1 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> To ask and respond to simple closed questions-Teacher led. 		
<ul style="list-style-type: none"> Investigate their surroundings and make observations about where things are. 		
<ul style="list-style-type: none"> Draw simple features they observe in their surroundings. 		
<ul style="list-style-type: none"> Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. 		
<ul style="list-style-type: none"> Use a simple picture map to move around school. 		

Year 2 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Countries and capitals</p> <ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). <p>Describe and understand key aspects of human geography including types of settlement and land use.</p>		
<p>Spring 1 and 2: Geographical differences (comparing the UK and Non-EU country)</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 of a contrasting non-European country. Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. 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. 		
<p>Summer 1 and 2: Fieldwork and local environmental study</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and the grounds and the key human and physical features of its surrounding environment. Use simple compass directions and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. 		

<ul style="list-style-type: none"> 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. 		
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Year 2 Geographical Progression in Skills and Knowledge

Key Stage 1 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> Ask their own Geographical questions such as: “Where is it?” “What’s it like?” 		
<ul style="list-style-type: none"> Make appropriate observations about why things happen. 		
<ul style="list-style-type: none"> Make simple comparisons between features of different places. 		
<ul style="list-style-type: none"> Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. Use North, South, East, West. 		
<ul style="list-style-type: none"> Draw a map of a real or imaginary place. EG: Add detail to a sketch map from an aerial photograph. 		

<ul style="list-style-type: none"> • Begin to understand the need for a Key on a map. Use class agreed symbols to create a simple Key. 		
<ul style="list-style-type: none"> • Follow a route on a map and use an Infant Atlas to locate places. 		
<ul style="list-style-type: none"> • Begin to spatially match places. EG: Identify the UK on a small and larger scale map. 		
Style of map		
<ul style="list-style-type: none"> • Teacher drawn base maps • Large scale OS maps • Infant Atlas • Use aerial photographs to recognise landmarks 		

Year 3 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Towns, villages and cities</p> <ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Describe and understand key aspects of human geography including types of settlement and land use. 		
<p>Spring 1 and 2: Mountains, volcanoes and earthquakes</p> <ul style="list-style-type: none"> Describe and understand key aspects of earthquakes. Describe and understand key aspects of volcanoes and mountains. 		
<p>Summer 1 and 2: Water, weather and climate</p> <ul style="list-style-type: none"> 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. Describe and understand key aspects of physical geography, including: climate zones, and the water cycle and human geography, including the distribution of natural resources including energy, food, minerals and water. 		

Year 3 Geographical Progression in Skills and Knowledge

Year 3 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> Use 4 compass points to follow and give directions. 		
<ul style="list-style-type: none"> Use 2 figure grid references to find features on a map. 		
<ul style="list-style-type: none"> Draw a map of a route they've been on with features in the correct order. 		
<ul style="list-style-type: none"> Know why a Key is needed and use standard symbols. 		
<ul style="list-style-type: none"> Locate places on larger scale maps. EG: map of South America. 		
<ul style="list-style-type: none"> Begin to match boundaries. EG: same boundary of a country on different scale maps. 		
Style of map		
<ul style="list-style-type: none"> Use large scale OS maps Begin to use electronic mapping such as Google Earth. Atlases and globes Identify features on aerial photographs 		

Year 4 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Rivers</p> <ul style="list-style-type: none"> Describe and understand key aspects of rivers. Use four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and 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. 		
<p>Spring 1 and 2: Migration</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. 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. 		
<p>Summer 1 and 2: Natural Resources</p> <ul style="list-style-type: none"> Describe and understand key aspects of: 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 		

Year 4 Geographical Progression in Skills and Knowledge

Year 4 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. 		
<ul style="list-style-type: none"> Investigate places and themes at more than one scale. EG: Fair Trade 		
<ul style="list-style-type: none"> Analyse evidence and draw conclusions. EG: make comparisons between locations photos/pictures/maps. 		
<ul style="list-style-type: none"> Confidently use the 4 compass points and begin to use 8 compass points. 		
<ul style="list-style-type: none"> Begin to use a 4-digit grid references to locate features on a map. 		
<p>Begin to recognise symbols on an OS map.</p>		
Style of map		
<ul style="list-style-type: none"> Large and medium scale OS maps Use electronic mapping such as Google Earth Atlases and globes Identify features on aerial photographs and satellite images. 		

Year 5 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Slums <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		
Spring 1 and 2: Energy and Sustainability <ul style="list-style-type: none"> Describe and understand key aspects of: 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. 		
Summer 1 and 2: Biomes <ul style="list-style-type: none"> Describe and Understand key aspects of biomes, vegetation belts and climate zones. 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. 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. 		

Year 5 Geographical Progression in Skills and Knowledge

Year 5 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> Begin to suggest questions for investigating. 		
<ul style="list-style-type: none"> Begin to use Primary and Secondary sources in their investigations. 		
<ul style="list-style-type: none"> Collect and record evidence unaided. 		
<ul style="list-style-type: none"> Analyse evidence and draw conclusions. EG: changes in geographical features such as erosion, rivers, coasts and mountains and explain how they've changed. 		
<ul style="list-style-type: none"> Use 8 compass points. 		
<ul style="list-style-type: none"> Use 4 figure grid references to locate symbols and Key. 		
<ul style="list-style-type: none"> Use and recognise OS map symbols. 		

<ul style="list-style-type: none"> • Compare maps with aerial photographs. 		
<ul style="list-style-type: none"> • Select an appropriate map for a specific purpose. EG: Atlas to find China and an OS map to find a village. 		
<ul style="list-style-type: none"> • Begin to use Atlases to find out about other features of places. EG: rainfall, population. 		
<ul style="list-style-type: none"> • Identify significant places and environments. EG: longest rivers, highest mountains. 		
Style of map		
<ul style="list-style-type: none"> • Atlas using contents and index within them • Use medium scale OS maps • Confidently use online maps 		

Year 6 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Local Fieldwork</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 UK. • Use 8 points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the UK and the wider world. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		
<p>Spring 1 and 2: Population</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • 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. 		
<p>Summer 1 and 2: Globalisation</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 		

Year 6 Geographical Progression in Skills and Knowledge

Year 6 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> Use 8 compass points confidently. 		
<ul style="list-style-type: none"> Use 4 figure grid references confidently and begin to use 6 figure grid references. 		
<ul style="list-style-type: none"> Use longitude and latitude to describe places on a map. 		
<ul style="list-style-type: none"> Use Primary and Secondary sources of evidence in their investigations. 		
<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g., compare historical maps how land-use has changed. Understand some of the reasons for similarities and differences. 		
<ul style="list-style-type: none"> Use and recognise OS map symbols and Atlas symbols. 		
<ul style="list-style-type: none"> Follow a short route on an OS map and describe features along this route. 		

<ul style="list-style-type: none"> • Use Atlases to find out other features about places. EG: rainfall and population. 		
<ul style="list-style-type: none"> • Confidently identify significant places and environments. 		
Style of map		
<ul style="list-style-type: none"> • OS maps • Junior Atlas • Recognise the world map as a flattened Globe 		