**Geography Progression**

**Location and Place Knowledge**

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| Y1  **name** and locate the four countries that make up the UK  **name** the capital cities of the countries that make up the UK  **Identify** where I live on a map of the United Kingdom  **describe** where I live  **describe** how places are different or similar to each other |
| Y2  **name** and locate the world’s seven continents and five oceans  **identify** where the equator, North pole and South Pole are on an atlas, or globe  **describe** what the different parts of my address mean  **Identify** the main characteristics of the countries that make up the UK  **explain** similarities and differences between the United Kingdom and a non-European country |
| Y3  **name** and **locate** some well-known European countries  **name** and **locate** the capital cities in neighbouring European countries  **name** the two largest seas around Europe  **explore** land use and **explain** how this changes over time  **explain** the difference between human and physical features of a location  **describe** similarities and differences by studying the human and physical geography of a region of the UK |
| Y4  **identify** a range of countries in the Northern and Southern Hemispheres  **identify** the human features and physical features of a region in a European country  **name** and **identify** countries in Europe, including Russia  **identify** the position of the topic of Caner and Capricorn  **explain** the significance of the topics and the equator on a location |
| Y5  **name** and **locate** the world’s major rivers and seas on a map  **explain** the significance of the Arctic and Antarctic circles  **name** and **identify** the featuresof different biomes across the  **explain** why different continents contain different biomes  **compare** and **contrast** locations in relation to their human and physical features |
| Y6  **identify** global positions using longitude and latitude  **reflect** on the significance of the prime Greenwich meridian on world time zones  **apply** precise vocabulary and evidence to explain geographical features of a location  **generate** reasons as to why locations and place may change in the future |

**Human and Physical Geography**

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| Y1  **describe** seasonal and weather patterns of the UK  **explain** how the climate gets hotter closer to the equator  **name** the key features associated with towns and villages  **state** why they would wear different clothes at different times of the year and in different places  **name** different jobs that people might do in the locations studied |
| Y2  **Identify** hot and cold locations and relate this to the position of the equator and North and South Poles  **describe** the human and physical features of their own locality (jobs, structures, land use)  **describe** the features of a location in the UK, using words like coast, beach, forest, hill, valley, ocean  **describe** the features of a place outside of Europe using geographical words  **explain** the impact, both good and bad, that people can have on a place |
| Y3  **list** different human and physical features of a location  **explain** why different locations have certain physical and human features  **describe** types of settlement and land use, including trade links and natural resources  **explain** how people’s lives vary due to the weather |
| Y4  **describe** why key aspects of a location exist: vegetation belt, climate and biomes  **explain** the main physical and human difference between cities and villages  **explain** how human and physical features of a location have changed over time  **compare** and **contrast** different environmental views about a location  **justify** how a locality could be changed and improved |
| Y5  **explain** how a place fits into its wider geographical location, with reference to physical and human features  **predict** what a place may look like in the future, taking account of its human and physical features  **justify** why people are attracted to live by rivers  **explain** the different stages of the water cycle and link this to geographical locations  **apply** geographical vocabulary accurately to **describe** land use, economic activity, settlements, including trade and natural resources |
| Y6  **generalise** about how physical and human features impact on people’s lives in different locations  **predict** how the human and physical features of a location may change in the future  **analyse** data from two contrasting locations and report/record their findings clearly  **evaluate** the impact of human and physical activity on the locations studied, describing the impact on the environment  **reflect** on why some locations are similar and different to others, in relation to their human and physical features |

**Geographical Enquiry and Fieldwork**

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| Y1  **use** maps, atlases and globes to identify the United Kingdom and other countries studied  **use** simple locational language to describe the location of features on a map (near, far, left, right)  **recall** the four main compass directions  **use** and **develop** a simple key on a map  **observe and name** key geographical features of the school and the local area |
| Y2  **use** the contents and index of an atlas to **identify** countries, continents and oceans of the world  **use** compass points and directional language when referring to maps and planning routes  **construct** simple maps with keys and symbols to show the main features  **describe** and **recognise** the geographical features of locations, using photographs and plans  **observe** and **name** the human and physical features of local, national and international locations  **collect** and **display** simple data, using pictures, graphs and charts |
| Y3  **use** the geographical language to **describe** a location and what happens there  **use** maps, atlases and globes to **locate** and **describe** the features of the locations studied  **begin** to understand four figure grid references  **apply** the four compass points to a map and **recognise** the eight points of a compass  **identify** and **explain** basic OS symbols on a map within the UK |
| Y4  **use** maps, atlases and globes to **locate** and **describe** thefeatures of the locations studied  **recall** and **use** the eight points of a compass  **identify** and **explain** symbols and keys on maps and in atlases to build knowledge the locations studied  **use** four figure grid references to identify the position of places  **compare** the geographical features from different sources (photographs, maps, atlases, globes) |
| Y5  **evaluate** the different sources of geographical information for their reliability  **apply** geographical vocabulary accurately when explaining the features of different locations  **measure** and **collect** data and information about a location with accuracy  **formulate** detailed sketches and plans  **use** six figure grid references to **identify** the position of different locations  **create** and **answer** their own geographical questions about locations |
| Y6  **analyse** a range of geographical sources of evidence (photographs, maps, digital mapping, atlases, fieldwork, observations) when answering geographical questions  **create** a source that demonstrates an understanding of the locations studied  **apply** six-figure grid references when identifying the positon of different places and landmarks  **present** data and findings clearly and accurately, depending on the information collected  **formulate** geographical questions to guide their research and self-select resources to answer them |