**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 |