

Year 1 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn: Holidays and maps</p> <ul style="list-style-type: none"> Name and locate 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. Find the location of hot and cold areas of the World in relation to the North and South Poles 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: Houses in the local area – where do I live?</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use/ construct basic symbols in a key. 		
<p>Summer: Seas and Coasts Travel and Transport</p> <ul style="list-style-type: none"> Name and locate the four countries and capital cities of the UK and its surrounding seas. 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. 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. 		

<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. 		
Throughout the year: Houses in the local area – where do I live?		
<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. 		

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: Dinosaurs followed by Let's explore London and the Arctic</p> <ul style="list-style-type: none"> Identify the 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. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use simple compass directions and locational language to describe the location of features and routes on a map 		
<p>Spring: Comparing the UK and Non-EU country - India</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: Where do I live? followed by Castles</p> <ul style="list-style-type: none"> Use simple compass directions and locational language to describe the location of features and routes on a map 		

<ul style="list-style-type: none"> • 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 simple field work and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment 		
--	--	--

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: Location and mapping</p> <ul style="list-style-type: none"> • 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 fieldwork to observe and present the human and physical features in the local area 		
<p>Spring: Settlements and land features</p> <ul style="list-style-type: none"> • Name and locate counties 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		
<p>Summer: Land use in the South West</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. • Understand how land use has changed over time. • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. 		

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 confidently and begin to use 8 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. 		
<ul style="list-style-type: none"> Begin to match boundaries. EG: same boundary of a country on different scale maps. 		
<p>Style of map</p>		
<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: Where in the World is the UK with a focus on Europe</p> <ul style="list-style-type: none"> • Locate the World's countries, using maps to focus on Europe (including the location of Russia), concentrating on 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider world. 		
<p>Summer: Rivers</p> <ul style="list-style-type: none"> • Describe and understand key aspects of rivers. • Describe and understand key aspects of the water cycle • Use four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider world. 		
<p>Summer: Italy</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country. • Locate the World's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities 		

<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider world. 		
--	--	--

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"> • Analyse evidence and draw conclusions. EG: make comparisons between locations photos/pictures/maps 		
<ul style="list-style-type: none"> • Use 8 compass points. 		
<ul style="list-style-type: none"> • Begin to use 4 digit grid references to locate features on a map. 		
<ul style="list-style-type: none"> • Begin to recognise symbols on an OS map. 		
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
<p>Autumn: Local Study – Brunel and Bristol</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time Describe and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources Use fieldwork to observe, measure, record and present the human and physical features in the local area (Bristol) using a range of methods including sketch maps, plans and graphs and digital technologies 		
<p>Spring: Biomes including Rainforests</p> <ul style="list-style-type: none"> 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within South America. Describe and understand key aspects of physical geography - biomes, vegetation belts, the water cycle and climate zones. Describe and understand key aspects of human geography including types of land use, economic activity including trade links and the distribution of natural resources. 		

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Summer: Energy and Sustainability

- 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
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within South America.
- Describe and understand key aspects of physical geography - biomes, vegetation belts, the water cycle and climate zones.
- Describe and understand key aspects of human geography including types of land use, economic activity including trade links and the distribution of natural resources.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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: Study of a European Country - Greece</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, 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, the Prime/Greenwich Meridian and time zones • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Understand the human and physical features of Greece including land use changes over time • Use the eight points of a compass to build their knowledge of the wider world 		
<p>Spring: Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> • Describe and understand key aspects of volcanoes and mountains. • Describe and understand key aspects of earthquakes • Use the eight points of a compass, 6 figure grid references, symbols and key to build their knowledge of the wider world 		
<p>Summer: 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. • Locate the world's countries using maps to focus on North and South America concentrating on their key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of human and physical geography in a region of South America 		

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 		