

GEOGRAPHY PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOGRAPHY AND FIELDWORK SKILLS	DIRECTIONAL SKILLS	Use simple locational language to describe the location of features.	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.	Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right)	Create instructions using simple compass directions (North, South, East, West)	Use the 8 points of a compass.	Follow instructions using the 8 points of a compass.	Describe the location of features in Africa and Asia relative to each other using the 8 points of a compass.
	MAP SKILLS	Use a simple plan to understand the location of different features. Use photographs to identify a known area	Use a simple map to move around the school and the grounds. Understand why maps need a key. Make a simple plan of the school grounds. Use photographs to identify features.	Use an atlas to locate the countries of the United Kingdom. Know where the compass directions are on a map. Make a simple plan of a known area with a simple key. Use aerial photographs to recognise landmarks and basic physical and human features.	Use 4 figure grid references. Understand the keys and symbols of an OS map. Use and interpret maps and atlases of the United Kingdom to identify cities and key features. Make a more detailed aerial plan/map of the school.	Use 6 figure grid references on an OS map. Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features. Make a simple map on a grid of a route using a key with standard symbols.	Use an OS map to follow a route. Use six-figure grid references, symbols and key to build knowledge of North and South America. Sketch a map of an area using OS symbols and a key. Select an appropriate mapping tool to locate countries and key features.	Use lines of longitude and latitude to describe locations in Africa or Asia. Select an appropriate mapping tool to locate countries and describe key features.
	Types of Map	Photos Aerial photos	Aerial photographs/plan Large scale street maps Political map of UK OS map Tourist map	Oblique and aerial views Political maps Topographical map - contours	Thematic maps (population density, climate, biomes)			

	FIELDWORK SKILLS	<p>Observe their immediate environment.</p> <p>Make links and notice patterns in their experience.</p>	<p>Observe the geography of school and its grounds closely using simple equipment such as hand lenses and egg timers.</p> <p>Gather and record data to help in answering questions.</p> <p>Create plans and draw simple features in their familiar environment.</p>	<p>Begin to select equipment from a limited range.</p> <p>Make increasingly accurate measurements.</p> <p>Observe changes over time.</p> <p>Create tables and charts to classify.</p> <p>Add labels onto a sketch or photograph of features.</p>	<p>Make systematic and careful observations.</p> <p>Take accurate measurements (where appropriate) using standard units.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Use a range of equipment, including thermometers and data loggers.</p> <p>Draw an annotated sketch from observation indicating direction.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering refined questions.</p> <p>Take repeat readings.</p> <p>Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction.</p>	<p>Take measurements, using a range of scientific/geographic equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Use sketches as evidence of an investigation, evaluating sketches against set criteria and improving.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketching maps, plans and graphs and using digital technologies.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p>
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LOCATION and PLACE	<p>Understand similarities and differences in relation to the places people live.</p> <p>Talk about the features of where they live (their own immediate environment).</p> <p>Understand similarities and differences in relation to local places.</p>	<p>Identify the characteristics of Portsmouth.</p> <p>Name, describe and compare familiar places.</p> <p>Recognise, name and locate the four countries of the UK on a map.</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment.</p>	<p>Name, locate and identify the characteristics of the four countries of the United Kingdom.</p> <p>Name and locate capital cities of the United Kingdom.</p> <p>Identify the location of the United Kingdom in the world.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Portsmouth and capital cities in the United Kingdom.</p> <p>Recognise and name the 7 continents.</p>	<p>Identify the physical characteristics and key topographical features of the countries of the United Kingdom.</p> <p>Name and locate the cities of the United Kingdom.</p> <p>Name and locate the counties of the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the region of the United Kingdom.</p>	<p>Locate, name and recognise the shape of the 7 continents of the world.</p> <p>Locate and name the 5 oceans.</p> <p>Identify where countries are within Europe, including Russia.</p> <p>Identify the physical characteristics and key topographical features of the countries within Europe.</p> <p>Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of Europe.</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</p> <p>Locate countries in North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of Asia or Africa.</p>	<p>Locate countries in Africa or Asia, concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Identify the position and significance of latitude and longitude.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of Asia or Africa.</p>

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HUMAN AND PHYSICAL GEOGRAPHY	WEATHER	Describe the weather in their immediate environment.	Describe seasonal weather changes.	Identify seasonal and daily weather patterns in the United Kingdom.	Explain about weather patterns around the UK.	Explore weather patterns around parts of Europe. Understand and describe the water cycle and its impact on the weather.	Understand about weather patterns in North and South America and relate these to climate zones.	Understand about world weather patterns and relate these to climate zones.
	PHYSICAL	Talk about the features that make environments different from one another.	Use basic geographical vocabulary to identify physical features including: beach, sea, river, hill, forest, soil. Identify physical features in the locality surrounding the school. Know what the difference is between human and physical features.	Use basic geographical vocabulary to refer to features, including: coast, cliff, ocean, valley, vegetation and mountain Identify and explain the differences of physical features between 2 locations.	Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom. Understand and describe key aspects of mountains.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and how climate changes across climate zones. Understand and describe key aspects of volcanoes and earthquakes.	Know about changes to the world environments over time. Understand key aspects of biomes and vegetation belts.	Understand and describe key aspects of rivers. Know how rivers erode, transport and deposit materials. Know about the physical features of coasts and begin to understand erosion and deposition.
	HUMAN	Understand what land is used for in their immediate environment.	Understand that land is used for different purposes. Identify human features in the locality surrounding the school.	Describe the difference between how land is used in different capital cities in the United Kingdom.	Understand what we mean by settlement and how land use influenced settlement. Compare urban and rural settlements.	Draw conclusions about land use in regions of Europe. Explain how land use in a particular area has changed throughout history.	Discuss land use and draw conclusions about the reasons for this based on the human	Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use

			<p>Use basic geographical vocabulary to identify features including: city, farm, house, office, shop and factory</p>	<p>Use basic geographical vocabulary to refer to features, including: town, village, port and harbour.</p> <p>Know what the difference is between human and physical features.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom.</p> <p>Understand the origins of food (from farm to fork) and their distribution across the UK.</p> <p>Describe the impact humans can have on the environment.</p>	<p>Examine the reasons behind the origins of food and their distribution across Europe.</p> <p>Describe the impact on people of the world's changing climate.</p>	<p>inhabitants and changing needs.</p> <p>Understand how humans affect the environment over time.</p> <p>Understand why people seek, manage and sustain their environment.</p> <p>Understand the trade links between UK and the Americas.</p>	<p>Explore how trade links have changed over time to ensure sustainability and ethical practice.</p>
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