

Subject Lead Progression Maps

The Subject Progression Maps outline the content that is taught in each subject within our Inspire Curriculum. They provide clear progression and sequencing within individual subjects for each year group. The knowledge and skills have been mapped out to ensure previous learning is built upon progressively each year.

Geography Progression Map		
Topic	Year Group	Content
Locational Knowledge	Year 1	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities
	Year 2	<ul style="list-style-type: none"> Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities Name and locate the world's seven continents and five oceans
	Year 3	<ul style="list-style-type: none"> Locate the United Kingdom within Europe Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities including London and three others that include a coastline, a river and hills Identify and compare land use patterns within identified cities Understand how land use has changed over time and the impact of this
	Year 4	<ul style="list-style-type: none"> Locate a range of countries and Capital cities in Europe and North and South America, Asia and Africa, using a range of geographical sources such as a map, atlas and globe Identifying the physical and human characteristics of countries identified Identify and locate the six different climate regions on a world map Identify the position and significance of Arctic and Antarctic Circle
	Year 5	<ul style="list-style-type: none"> Identify the position and significance of latitude and longitude on time zones around the world Identify the position and significance of the equator on South America Identify the position and significance of Northern and Southern Hemisphere on human geography
	Year 6	<ul style="list-style-type: none"> A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristic and how these aspects have changed over time Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn

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Topic	Year Group	Content
Place Knowledge	Year 1	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the local area and another area in the United Kingdom
	Year 2	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and a contrasting Non-European country
	Year 4	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries from Europe, Asia, Africa and North/ South America
	Year 5	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries in or beyond Europe and North/South America.
	Year 6	<ul style="list-style-type: none"> Understand geographical similarities and differences through locational comparative study.
Human and Physical Geography	Year 1	<ul style="list-style-type: none"> Identify and observe seasonal changes and daily weather patterns in the United Kingdom Identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, park, season and weather Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour, playground, school and shop
	Year 2	<ul style="list-style-type: none"> Record and compare seasonal changes and daily weather patterns in the United Kingdom Identify and understand the significance of the equator on the world climate, including North and South Pole Compare and contrast key physical and human features of two contrasting areas
	Year 3	<ul style="list-style-type: none"> Describe and understand key aspects of rivers, including formation, features of a river, impact on human geography and sustainability
	Year 4	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga Consider how physical geography impacts on land use, trade links, economic activity and types of settlement Describe and understand key features of natural disasters
	Year 5	<ul style="list-style-type: none"> Describe and understand key aspects of the water cycle and the impact on human geography through distribution of natural resources and natural disasters
	Year 6	<ul style="list-style-type: none"> In depth locational study to understand the significance of the human activity on physical geography Consider the probable future and possible future if things remain unchanged Create potential solutions for a preferred future Identify how physical geography impacts on the distribution of other natural resources such as oil, coal, food and minerals
	Year 1	<ul style="list-style-type: none"> Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map

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Geographical Skills and Fieldwork		<ul style="list-style-type: none"> • Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks • Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography
	Year 2	<ul style="list-style-type: none"> • Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map • Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks • Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features
	Year 3	<ul style="list-style-type: none"> • Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world • Use maps, atlases and globes to locate countries and features studied
	Year 4	<ul style="list-style-type: none"> • Use four figure grid references to describe the locational knowledge of the United Kingdom and the wider world • Use maps, atlases and globes to locate countries and describe features studied
	Year 5	<ul style="list-style-type: none"> • Use six figure grid references to build locational knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs • Use maps, atlases and globes to locate countries and describe and compare features studied
	Year 6	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies. • Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied.
Geographical Enquiry	Year 1	<ul style="list-style-type: none"> • Explain where they live and describe some of the physical features • Identify what they like and don't like about their locality and give reasons why • Answer some questions using different geographical resources • Ask relevant geographical questions using a range of sources provided • Show empathy towards a geographical event or issue and explain the impact on people or place
	Year 2	<ul style="list-style-type: none"> • Label a diagram or photograph using some geographical vocabulary • Describe a locality • Identify key features of a locality by using a map • Use a range of geographical evidence to make predictions • Make comparisons between people and places and explain their reasons
	Year 3	<ul style="list-style-type: none"> • Select geographical vocabulary independently to describe and compare localities • Identify that localities may have similar and different characteristics • Use and compare two maps explaining the purpose of each

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		<ul style="list-style-type: none"> • Make geographical inferences through a variety of geographical sources. • Make links using prior knowledge and ask and answer geographical questions
	Year 4	<ul style="list-style-type: none"> • Explain how a locality has changed over time with reference to physical features and human features • Suggest different ways that a locality could be changed and improved • Identify different views around a geographical issue and state their own view • Research and collect information about people and places and present it? e.g. a report, a poster, a brochure • Ask questions, analyse a range of evidence and explain their findings based on a geographical source • Identify geographical patterns and make connections
	Year 5	<ul style="list-style-type: none"> • Identify the links between human and physical geography • Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features • Explain views in relation to environmental change and geographical issues and compare these with the views of others • Pose a geographical hypothesis using various sources to draw a conclusion • Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises • Evaluate geographical information/ sources and draw appropriate conclusions
	Year 6	<ul style="list-style-type: none"> • Explain the links between human and physical geographical processes and how these may affect the future • Explain a range of geographical processes and the effects on people and places • Make careful measurements (eg: rainfall, population, temperature, sea level) and input them into the appropriate form (eg: table, tally, graph) • Present their research through self- selected representations? E.g reports, leaflets, drama, art, multimedia • Collect statistics about people and places from field work or research and analyse data looking for trends • Interpret other people's arguments for change, analysing and evaluating their viewpoints

Geography Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
River Thames, physical features, human features, United Kingdom, maps, ocean, river, land, country, road, house, flat, street,	continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, compass points, capital city, locality, fieldwork,	plains, landscapes, terrains, region, vegetation, climate, semi-desert, steppe, physical characteristics, tributaries, basin, marsh	agriculture, crops, husbandry, food miles, arable farm, pastoral farm, mixed farm, environmental impact,	water distribution, usage, consumption, gnp, economics, productivity, labour, tourism, inner city, suburbs, rural,	amenities, flora, fauna, erosion, depletion, consumerism, encroachment, preservation, sanctuary, greenhouse effect,

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town, shops, buildings, post office, school, parks, tree, compass, landscape, city, village, location, area, atlas, world, near, far, left, right, forwards, backwards	field data, weather, natural disasters, cyclone, rich/affluent, poor, factory, mine, bridge, mountain, aerial view, aerial map, centre, environment, settlement	land, meander, delta, estuary, embankment, main channel, source, river mouth, downstream, upstream, transportation, stream, channel, bank	locally produced, globalised, producer	boroughs, population growth, ghettos, capital, outskirts, urbanization, metropolitan, employment, classes, poverty, city expansion, factories, manufacturing	equatorial, emergent layer, canopy, tropical, understudy, land-locked, island