

## Progression for Geography

| Geography Progression Grid |   |   |  |  |   |  |  |  |
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| Big Ideas:                 | Reception   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   | KS3  |
| Physical & Human Features  | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (The Natural World ELG)                               | Ask simple geographical questions e.g. What is it like to live in this place?   | Use photos to explain what is the same/ different about places.  | Understand why there are similarities and differences between places.  | Discuss how changes in features of human/ physical geography can occur.   | Recap on geographical changes to features and how processes have impacted this. Discuss how settlements adapted because of change.           | Understand how places compare to others and how processes have impacted this. Discuss how settlements adapted because of change.                               | Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts |
|                            | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (People, Culture and Communities ELG) | Understand geographical similarities/ differences through studying human/ physical <b>features of a small area of the UK.</b> | Understand geographical similarities/ differences through studying human/ physical <b>features comparing UK to a non-European country.</b> | Understand geographical similarities/ differences through studying human/ physical <b>features of the countries of the UK.</b> | Understand geographical similarities/ differences through studying human/ physical <b>features of a region of a European country.</b> | Understand and <b>analyse</b> geographical similarities/ differences through studying human/ physical <b>features of a region of the UK.</b> | Understand and <b>analyse</b> geographical similarities/ differences through studying human/ physical <b>features of a region within North/ South America.</b> | Understand and analyse geographical similarities/ differences through studying human/ physical <b>features of a region within North/ South America.</b><br><br>Understand how human and physical processes interact to influence, and change landscapes, environments and  |

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|          |  |  |  | <p>including vegetation belts.</p> <p>Describe and understand key aspects of types of settlements and land use.</p>           | <p>including climate zones.</p> <p>Describe and understand the key aspects of economic activity including trade links.</p> | <p>including water cycle and rivers.</p> <p>Describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.</p> | <p>including biomes.</p>   | <p>the climate; and how human activity relies on effective functioning of natural systems.</p>  |
| Location | <p>Explore the natural world around them, making some observations and drawing pictures of animals and plants (The Natural World ELG)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (People, Places and Environment ELG)</p> | <p>Find out about places and talk about them using pictures.</p> <p>Use simple observation skills to study the geography of the school and its grounds.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and it's</p> | <p>Use aerial photos and plan perspectives to recognise landmarks and basic features.</p> <p>Identify key features of a location in order to say whether it is a city, town, rural or coastal area.</p> <p>Name and locate the world's seven continents and five oceans.</p> | <p>Ask and respond to geographical questions e.g Describe the landscape, why is it like this? What features does it have?</p> | <p>Understand globally significant places and describe them.</p>   | <p>Understand how the impact of changes has affected what places look like.</p>  | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying</p> | <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics,</p> |

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|         | Culture and Communities ELG)   | surrounding seas.   |   |   | regions, key human/ physical characteristics and major cities.   | human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | regions, key human/ physical characteristics, countries and major cities.  | countries and major cities.<br>-Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.   |
| Mapping | Describe their immediate environment using knowledge from maps (People, Culture and Communities ELG) | Know that maps and globes represent real places.<br><br>Make simple maps and plans e.g. pictorial place in a story. | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.<br><br>Devise a simple map, using and constructing a key using basic symbols. | Use and create maps, globes, atlases and digital/ computer mapping to locate countries and key features.<br><br>Use fieldwork to observe and record the human/ physical features in the local area by sketching maps. | Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.<br><br>Use fieldwork to record and present the human/ physical features by sketching maps | Compare geographical sources.<br><br>Use fieldwork to observe and measure the human/ physical features by making plans and graphs.  | Analyse different geographical sources and discuss their effectiveness.<br><br>Use fieldwork to observe, measure, record and present the human/ physical features by planning, | Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.<br><br>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs<br><br>Use Geographical Information |

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|           |  | <p>Use locational and directional language to describe the location of features and routes on a map e.g. up/ down, left/ right, forwards/ backwards, near/ far.</p> | <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. up/ down, left/ right, forwards/ backwards, near/ far.</p> | <p>Use the 8 points of a compass to give directions and symbols to build their knowledge of the UK.</p> | <p>and making plans.</p> | <p>Use four and six-figure grid references and symbols to build their knowledge of the United Kingdom.</p> | <p>graphing and using digital technologies.</p>  | <p>Systems (GIS) to view, analyse and interpret places and data</p>                            |  |  |
| Interpret | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (The Natural World ELG)</p> | <p>Identify seasonal and daily weather patterns in the UK.</p>  | <p>Analyse seasonal and daily weather patterns in the UK and areas of the wider world.</p>   |   |                          |  | <p>Identify the position and significance of the Prime/ Greenwich meridian and times zones including night/ day.</p> | <p>Identify the position and significance of the Arctic and Antarctic Circles and Equator.</p> | <p>Identify the position and significance of latitude and longitude.</p> | <p>Identify the position and significance of the Northern and Southern hemisphere, Tropics and Cancer and Capricorn.</p> |