



# GEOGRAPHY- Year Group Key Learning Progression Document

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational and Place Knowledge</b>					
<p>Understand geographical similarities and differences of small area of the UK. (Physical and human features).</p>	<p>Name and locate world's 7 continents and 5 oceans.</p> <p>Name, locate &amp; identify characteristics of the 4 countries &amp; capital cities of the UK and surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human &amp; physical geography of a small area of the UK &amp; contrasting non-European country.</p>	<p>Name and locate geographical regions of the UK and their identifying physical and human characteristics, including <b>some</b> cities and <b>some</b> key topographical features including hills, mountains, coasts and rivers.</p> <p>Beginning to understand how some aspects have changed over time.</p> <p>Understand geographical similarities and differences of human and physical geography of a region of the UK.</p>	<p>Locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>Understand how some aspects have changed over time.</p> <p>Understand geographical similarities and differences of human and physical geography of a European country.</p>	<p>Know some of the world's countries, focusing on North and South America. Concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>Start to explain how aspects have changed over time</p> <p>Name/ locate cities &amp; counties of the UK</p> <p>Know more about the geographical regions of the UK and their identifying physical and human characteristics, including <b>more</b> cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (Draw on the case</p>	<p>Name/ locate cities &amp; counties of the UK</p> <p>Know more about the geographical regions of the UK &amp; their identifying physical and human characteristics, including <b>more</b> cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts.</p> <p>Explain how aspects have changed over time.</p>

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				<p>study of Europe in lower KS2).</p> <p>Identify the position/ significance of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic and Antarctic Circle &amp; time zones (incl. day &amp; night).</p>	
<b>Field Work</b>					
<p>Use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>Learn to complete a chart to express opinions during fieldwork.</p> <p>Begin to use first hand observation to investigate places - the school grounds and the streets around.</p> <p>Start to recognise and record different types of land use, buildings and environments.</p>	<p>Use simple fieldwork and observational skills to study the geography of Warrington.</p> <p>Complete a chart to express opinions during fieldwork.</p> <p>Use first hand observation to investigate places around and within the local area.</p> <p>Recognise and record different types of land use, buildings and environments.</p>	<p>Learn to use fieldwork to observe measure and record some of the human and physical features in the local area using <b>sketch maps and graphs</b>.</p> <p>Begin to conduct surveys.</p> <p>Start to carry out a simple questionnaire.</p> <p>Learn to use simple equipment to measure and record.</p> <p>Begin to apply mathematical skills in data handling to Geography fieldwork</p>	<p>Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>Conduct surveys.</p> <p>Carry out a simple questionnaire.</p> <p>Use simple equipment to measure and record.</p> <p>Investigate the local area, looking at types of shops, services and houses.</p> <p>Apply mathematical skills in data handling to Geography fieldwork.</p>	<p>Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs&amp; digital technologies.</p> <p>Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.</p> <p>Carry out a focused in depth study, looking at issues/changes in the area.</p> <p>Begin to be able imagine how and why area may change in future.</p>	<p>Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p> <p>Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.</p> <p>Carry out a focused in depth study, looking at issues/changes in the area.</p> <p>Imagine how and why areas may change in future.</p>

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<b>Geographical Vocabulary</b>					
<p>Begin to use and understand basic geographical specific vocabulary relating to human and physical geography.</p> <p>Start to use specific key vocabulary to describe physical <i>features</i> (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) <i>Key human features</i> (city, town, village, factory, farm, house, office, port, harbour, shop, address).</p> <p>Start to use mathematical vocabulary to describe position and location.</p>	<p>Confidently use and understand basic geographical specific vocabulary relating to human and physical geography</p> <p>Confidently use the specific key vocabulary to describe physical <i>features</i> (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) <i>key human features</i> (city, town, village, factory, farm, house, office, port, harbour, shop, address)</p> <p>Confidently use mathematical vocabulary to describe position and location.</p>	<p>Start to develop a wider geographical vocabulary. Use terms such as routes, community, clouds, rainfall, key, urban, rural, human, and physical to describe places or geographical features in different ways.</p> <p>Be aware that the vocabulary of other subjects (such as Maths and Science) when describing geographical features and processes.</p>	<p>Confidently use and continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical to describe places or geographical features in different ways.</p> <p>Begin to apply the vocabulary of other subjects (such as Maths and Science) when describing geographical features and processes.</p>	<p>Start to use precise geographical words when describing geographical places features and processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</p> <p>Use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</p> <p>Start to be able to provide greater detail of geographical regions of the UK and their identifying physical and human characteristics using specific geographical vocabulary.</p>	<p>Introduce precise geographical words when describing geographical places features &amp; processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</p> <p>Confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</p> <p>Provide greater detail of geographical regions of the UK and their identifying physical and human characteristics using specific geographical vocabulary.</p>
<b>Using Globes, Maps and Plans</b>					
<p>Begin to use world maps, atlases and globes to identify UK and its countries.</p> <p>Identify the countries, and regions studied (polar</p>	<p>Use world maps, atlases and globes to identify UK and its countries</p> <p>Identify the countries, continents and oceans studied.</p>	<p>Use a globe, maps and be aware of some OS symbols on maps. Name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains,</p>	<p>Locate the world's countries, using maps and focus on Europe. Concentrate on the environmental regions, key physical or human characteristics, countries,</p>	<p>Start to be able to use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>Use a globe and maps and begin to use OS symbols on maps to name and locate UK</p>	<p>Use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>Use a globe and maps and some OS symbols on maps to name and locate UK counties and cities.</p>

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<p>regions).</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of school grounds.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the local area.</p>	<p>hills, key topographical features, land-use patterns.</p> <p>Start to use atlases to find places using index/ contents.</p> <p>Be aware of the need for a key.</p> <p>Begin to understand the purpose of maps.</p> <p>Start to be aware of scale and distance on a map, Use and apply mathematical skills.</p>	<p>and major cities.</p> <p>Use a globe and maps and some OS symbols on maps to name geographical regions &amp; identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use pattern.;</p> <p>Use atlases to find places using index/ contents.</p> <p>Understand the need for a key.</p> <p>Understand the purpose of maps.</p> <p>Begin to understand scale and distance on a map, Use and apply mathematical skills.</p>	<p>counties &amp; cities.</p> <p>Start to locate the world's countries, using maps to focus on North &amp; South America.</p> <p>Begin to realise purpose, scale, symbols and style are related.</p> <p>Begin to interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Use maps, atlases, globes and start to be able to digital/computer mapping to locate countries and describe features studied.</p> <p>Show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic &amp; Antarctic Circle, and time zones (including day and night) using a globe.</p> <p>Understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps.</p>	<p>Locate the world's countries, using maps to focus on North &amp; South America.</p> <p>Realise purpose, scale, symbols and style are related.</p> <p>Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Confidently show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic &amp; Antarctic Circle, and time zones (including day and night) using a globe.</p> <p>Confidently understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps.</p>

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<b>Map Work Skills</b>					
<p>Begin to be able to follow a route on prepared maps (left/right) and find information.</p> <p>Use simple compass directions (NSEW).</p> <p>Begin to use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Make a simple map and use symbols in a key.</p>	<p>Confidently follow a route on prepared maps (left/right) and find information.</p> <p>Confidently use simple compass directions (NSEW).</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Make a simple map and construct and use symbols in a key.</p>	<p>Use the 8 points of a compass.</p> <p>Begin to use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>Begin to use and understand Ordnance Survey symbols and keys to build up knowledge of a local place, the UK and the wider world.</p> <p>Map evidence from fieldwork e.g. sketch annotated views.</p> <p>Use aerial photos and satellite images.</p> <p>Begin to use smaller scale aerial views.</p> <p>Begin to use oblique aerial views.</p>	<p>Confidently use the 8 points of a compass.</p> <p>Confidently use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>Use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>Confidently map evidence from fieldwork e.g. sketch annotated views.</p> <p>Confidently use aerial photos and satellite images.</p> <p>Confidently use smaller scale aerial views.</p> <p>Use oblique aerial views.</p>	<p>Start to use Ordnance Survey maps at different scales.</p> <p>Draw a detailed sketch map using symbols and a key.</p> <p>Align a map with a route.</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>Understand and use 6 figure grid references to Interpret OS maps.</p>	<p>Use Ordnance Survey maps at different scales.</p> <p>Confidently and independently, draw a detailed sketch map using symbols and a key.</p> <p>Confidently align a map with route.</p> <p>Confidently use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>Understand and use 6 figure grid references to Interpret OS maps.</p>
<b>Enquiry Skills and Communication</b>					
<p>Begin to use observational skills and ask and respond to questions.</p> <p>Identify seasonal/ daily UK weather patterns.</p>	<p>Use observational skills and ask and respond to questions.</p>	<p>Begin to be able to describe and under-stand key aspects of: physical geography, including rivers and mountains..</p> <p>Describe key aspects of human geography including</p>	<p>Describe and under-stand key aspects of physical geography, including rivers and mountains.</p> <p>Explain volcanoes/ earthquakes in simple terms.</p>	<p>Begin to understand and describe processes that give rise to key physical &amp; human geographical features of the world and how these are interdependent and how they bring about spatial</p>	<p>Describe processes that give rise to key physical &amp; human geographical features of the world and how these are interdependent and how they bring about spatial variation/change over time.</p>

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<p>Study the key human and physical features of the surrounding environment of my school.</p> <p>Start to look at and find information from aerial photographs.</p> <p>Begin to use and apply Maths skills to my geographical learning.</p>	<p>Study the key human and physical features of my local area.</p> <p>Begin to be able to explain how/why I can find information from aerial photographs.</p> <p>Use and apply Maths skills to my geographical learning.</p>	<p>types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p> <p>Identify differences between places.</p> <p>Communicate geographical information in a variety of ways, including through maps and writing at length.</p> <p>Begin to apply mathematical skills when using geographical data.</p>	<p>Describe the water cycle using a diagram.</p> <p>Confidently describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p> <p>Confidently identify differences between places.</p> <p>Confidently communicate geographical information in a variety of ways, including through maps and writing at length.</p> <p>Apply mathematical skills when using geographical data.</p>	<p>variation/change over time.</p> <p>Understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts.</p> <p>Describe in detail types of settlement, land use, economic activity including trade links.</p> <p>Begin to describe the distribution of natural resources including energy, food, minerals and water in the continents and countries I have studied.</p> <p>Give a few reasons for the impact of geographical influences/ effects on people, place or themes studied.</p> <p>Be aware of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.</p> <p>Use and apply maths skills in my work.</p>	<p>Confidently understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts.</p> <p>Confidently describe in detail types of settlement, land use, economic activity including trade links.</p> <p>Describe the distribution of natural resources including energy, food, mine rails and water in the continents and countries I have studied.</p> <p>Confidently give a few reasons for the impact of geographical influences/ effects on people, place or themes studied.</p> <p>Know the location of places of global significance, their defining physical and human characteristics and how they relate to one another.</p> <p>Regularly use/ apply maths skills in my work.</p>