

Progression for Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 - are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Geography – key stages 1 and 2 Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Attainment targets

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Year Group	Objectives	I can statements	
		Younger Year Group	Older Year Group
Preschool/Reception	<p>The World 30-50</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p>ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>I can show awareness of the features of the setting and local environment e.g. make visits to shops or a park.</p> <p>I can play with maps and small world equipment for children to create my own environments.</p> <p>I can comment and ask questions about the world around me.</p> <p>I can talk about the things I observe.</p> <p>I can talk about why things happen and how.</p> <p>I can show an understanding of growth, decay and changes over time.</p> <p>I show care and concern for living things and the environment.</p>	<p>I can talk about similarities and differences in relations to places, objects, materials and living things</p> <p>I can talk about the features of my immediate environment and how environments may vary from one another.</p> <p>I can express opinions on natural and built environments and talk about how these vary.</p> <p>I can record findings by, e.g. drawing, writing, making a model or photographing.</p> <p>I can create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>I can design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.</p> <p>I can notice and discuss patterns around me e.g. rubbings from grates, covers, or bricks.</p>

Year 1 & Year 2

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational Knowledge

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

name and locate the world's seven continents and five oceans

Place Knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and 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

- I can explain where I live and tell someone my address.
- I can name the four countries in the UK and locate them on a map.
- I can name some of the main towns and cities in the UK.

- I can keep a weather chart and answer questions about the weather.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.

Geographical Skills and Fieldwork skills should be delivered throughout the year with opportunities to develop

- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can find where I live on a UK map.
- I can name the continents of the world and locate them on a map.
- I can name the world's oceans and locate them on a map.
- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside of Europe using geographical words.
- I can explain how jobs might be different in other locations.
- I can explain how an area might have been spoilt or improved and give reasons.
- I can explain the facilities a village, town and city may need and give reasons.
- I can describe the key features of a place from a picture using key vocabulary.
- I can describe some of the features of an island.

	<p>Geographical Skills and Fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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> <p>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.</p>	<p>these planned into topics.</p>	<p>Geographical Skills and Fieldwork skills should be delivered throughout the year with opportunities to develop these planned into topics.</p>
<p>Year 3 & Year 4</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational Knowledge</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the</p>	<ul style="list-style-type: none"> • I can locate and name some of the world's most famous volcanoes. • I can name a number of countries in the northern hemisphere. • I can name and locate capital cities of neighbouring European countries. • I can use the correct geographical words to describe a place. 	<ul style="list-style-type: none"> • I can plan a journey to a place in England. • I can locate the Tropic of Cancer and Tropic of Capricorn. • I know some of the countries that make up the European Union. • I can find at least 6 cities in the UK on a map. • I can name and locate some of the main islands that surround the UK. • I can name the areas of origin of the main ethnic groups in the UK and in our school. • I can explain why people may be attracted to live in cities. • I can explain why people may

	<p>study of human and physical geography of a region of the United Kingdom (Land of hope and glory, Extreme Earth and countries and capitals), a region in a European country (Amazing Alps/Countries and capitals), and a region within North or South America (covered in Y4/5).</p> <p>Human and Physical Geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • I can describe how volcanoes are created. • I can describe how earthquakes are created. <ul style="list-style-type: none"> • I can use some basic Ordnance Survey map symbols. • I can use grid references on a map. • I can use an atlas by using the index to find places. 	<p>choose to live in one place rather than another.</p> <ul style="list-style-type: none"> • I can explain the difference between the British Isles, Great Britain, and the United Kingdom. • I can carry out research to discover features of villages, towns and cities. • I can collect and accurately measure information (e.g. rainfall, temperature, noise levels and wind speeds for example).
<p>Year 4 & Year 5</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom (Countries and capitals and Extreme Earth), a region in a European country (countries and capitals and Y3/4) and North and South America (Mayans). This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		

Locational Knowledge

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, 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 (including day and night)

Place Knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

- I can plan a journey to a place in England.
- I can locate the Tropic of Cancer and Tropic of Capricorn.
- I know some of the countries that make up the European Union.
- I can find at least 6 cities in the UK on a map.
- I can name the areas of origin of the main ethnic groups in the UK and in our school.

- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can carry out research to discover features of villages, towns or cities.

- I can carry out research to discover features of villages, towns and cities.

- I can collect and accurately measure information (e.g. rainfall, temperature, noise levels and wind speeds for example).

- I can plan a journey to a place in another part of the world, taking account of the distance and time.

- I can explain why many cities are situated on or close to rivers.
- I can explain why people are attracted to live by rivers.
- I can explain the course of a river.
- I can explain how a location fits into its wider geographical location with reference to human and economical features.

- I can name and locate many of world's most famous rivers in an atlas.
- I can name and locate many of the

	<p>and the wider world</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • I can find at least 6 cities in the UK on a map. 	<p>world's most famous mountainous regions in an atlas.</p>
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*Some elements of this curriculum are taught in Year 6 at Bredon Hill Academy so are therefore not included in our topics.