



Inspire • Challenge • Achieve

# 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.

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### Early Years Foundation Stage

Early Learning Goals	Pre-School	Reception
<p><b>ELG Understanding the World</b></p> <p><b>Understanding the World — People, Culture and Communities:</b></p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• I can talk about what I can see, using a wide vocabulary. (UTW)</li> <li>• I can show interest in different occupations. (UTW)</li> <li>• I can continue to develop positive attitudes about the differences between people and their lives. (UTW)</li> <li>• I can know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW)</li> <li>• I can begin to understand the need to respect and care for the natural environment and all living things (UTW)</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about members of their immediate family and community (UTW)</li> <li>• I can draw information from a simple map (UTW)</li> <li>• I can understand that some places are special to member of the community. (UTW)</li> <li>• I can remember the name of a familiar road, or village that the school is located in. (UTW)</li> <li>• I can recognise some similarities and differences between life in this country and life in other countries (UTW)</li> <li>• I can explore the natural world around me. (UTW)</li> <li>• I can recognise some environments that are different to the one in which they live. (UTW)</li> <li>• I can describe the environment in which they live using knowledge gained from observation, discussion, stories, non-fiction texts and maps. (UTW)</li> <li>• I can understand the effect of the changing season in the natural world around them. (UTW)</li> </ul>

<p><b>Understanding the World — The Natural World:</b></p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
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## Key Stage 1

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.

Key Stage 1 Strands	Year 1	Year 2
<p style="text-align: center;"><b>Locational Knowledge</b></p> <p>To 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</p>	<p><b>By the end of Key Stage 1, children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name the countries that make up the United Kingdom.</li> <li>• Name the capital cities of the United Kingdom.</li> <li>• Name some other towns and cities in the UK.</li> <li>• Locate the countries and capital cities that make up the UK on a map.</li> <li>• Name the seas that surround the UK.</li> <li>• Name and locate the seven continents.</li> <li>• Name and Locate the world's five oceans.</li> <li>• Identify some key characteristics of each country and its capital cities.</li> <li>• Explain where they live and locate it simply on a map.</li> </ul>	
<p style="text-align: center;"><b>Place Knowledge</b></p> <p>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</p>	<p><b>By the end of Key Stage 1, children will be able to:</b></p> <ul style="list-style-type: none"> <li>• I can say what I like and do not like about the place I live in.</li> <li>• I can say what I like and do not like about a different place.</li> <li>• I can describe a place outside of Europe using geographical words.</li> <li>• I can explain how jobs might be different in other locations.</li> <li>• I can explain how an area might have been spoilt or improved and give reasons.</li> <li>• I can explain the facilities a village, town and city may need and give reasons.</li> </ul>	
<p style="text-align: center;"><b>Human and Physical Geography</b></p> <p>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</p>	<p><b>By the end of Key Stage 1, children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the four seasons and describe the typical weather patterns for each.</li> <li>• Identify hot and cold places in the world and consider what you might wear if you lived there.</li> <li>• Understand that locations near the equator are hotter.</li> <li>• Understand that the North and South Poles are the coldest places on Earth.</li> </ul>	

<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods.</li> <li>• Identify some similarities and differences between one place and another.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season.</li> <li>• Identify key human and physical geographical features and landmarks to compare one place to another.</li> </ul>
<p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></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><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes.</li> <li>• Know that the symbols mean something on maps.</li> <li>• Contribute to the creation of simple maps, creating some symbols of relevance.</li> <li>• Use positional language to describe locations and routes.</li> <li>• Ask and answer simple geographical questions.</li> <li>• Observe and describe patterns, i.e. weather.</li> <li>• Use simple fieldwork and observational skills when studying the local environment.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes.</li> <li>• Develop an understanding of the meaning of some basic map symbols.</li> <li>• Create their own simple maps and symbols.</li> <li>• Use compass directions (N, S, E, W) to describe locations and routes.</li> <li>• Ask and answer simple geographical questions when investigating different places and environments.</li> <li>• Observe, record and describe patterns, i.e. weather.</li> <li>• Continue to develop simple fieldwork and observational skills when studying the local environment.</li> </ul>

## Key Stage 2

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.

Key Stage 2 Strands	Year 3	Year 4	Year 5
<p><b>Locational Knowledge</b></p> <p>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</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>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)</p>	<p><b>By the end of Year 5, children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and a wider range of cities across the UK.</li> <li>• Name and locate geographical regions in the UK (i.e. Cotswolds), identifying their human and physical characteristics.</li> <li>• Locate and name an increasing range of the world's countries using maps to focus on Europe (inc Russia).</li> <li>• Locate and name an increasing range of the world's countries using maps to focus on North and South America.</li> <li>• Identify environmental regions and the key human and physical characteristics of and major cities across the world.</li> <li>• Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Name and locate a wider range of places in Europe.</li>   <li>• Identify the position and the significance of the equator and the northern and southern hemisphere.</li> <li>• Identify the position and significance of the Tropics of Cancer and Capricorn.</li> <li>• Identify the position of the Arctic and Antarctic circle in relation to the area of study.</li> <li>• Begin to develop an understanding of the significance of latitude and longitude.</li> <li>• Begin to develop an understanding times zones and its impact on travel.</li> </ul>		

	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Plan a journey by plotting a route and identifying appropriate modes of transport.</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Plan a journey by plotting a route, identifying the countries and landmarks passed and appropriate modes of transport.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Plan a journey by plotting a route, identifying distance and likely duration.</li> </ul>
<p><b>Place Knowledge</b></p> <p>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</p>	<p><b>By the end of Year 5, children will be able to:</b></p> <ul style="list-style-type: none"> <li>I can understand how one place is similar and different to another using key geographical language relating to human and physical geography.</li> <li>I can explain why people may choose to live in one place rather than another.</li> <li>I can explain how a country or region outside of the UK has been spoilt or could be improved.</li> <li>I can develop my understanding of the wider impact humans have on the environment in a country or region outside the UK.</li> </ul>		
<p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>	<p><b>By the end of Year 5, children will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify, describe and develop understanding key aspects of climate zones, biomes and vegetation belts.</li> <li>Identify and name some significant mountain regions.</li> <li>Identify and name some of the world's volcanoes.</li> <li>Describe why volcanoes and earthquakes occur.</li> <li>Understand why a place is important to humans (settlements and land usage, economy and trade, available natural resources)</li> </ul>		
	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Use a wider range of geographical language to describe some aspects of human and physical features and patterns.</li> <li>Make observations about places and features that change over time.</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>Describe how features and places change and the links between people and environments.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> </ul>

			<ul style="list-style-type: none"> <li>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>
<p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</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 sketch maps, plans and graphs, and digital technologies.</p>	<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</li> <li>• Begin to use the eight compass points to describe locations and routes.</li> <li>• Recognise and increasing number of symbols from a wider range of maps.</li> <li>• Collect and record evidence, i.e. construct questionnaires, field sketch, e-learning, etc).</li> <li>• Communicate geographical information through a range of methods including the use of ICT.</li> </ul>	<p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources including digital and OS maps, atlases, globes and satellite images to research geographical information.</li> <li>• Use the eight compass points to describe locations and routes.</li> <li>• Recognise and use OS map symbols.</li> <li>• Use four-figure grid references to aid location of key landmarks.</li> <li>• Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them, i.e. the number of hotels build near a beach.</li> <li>• Develop a wider range of methods such as digital maps, plans, graphs and presentations to communicate geographical information.</li> </ul>	<p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and other sources of geographical information and select the most appropriate for the task.</li> <li>• Use the eight compass points to describe locations and create routes.</li> <li>• Recognise when to use an OS map in favour of other sources.</li> <li>• Begin to use six-figure grid references to aid location of key landmarks.</li> <li>• Collect and record evidence, choosing from a range of methods to obtain meaningful data.</li> <li>• Choose the most appropriate method to communicate geographical information.</li> </ul>



	<ul style="list-style-type: none"> <li>• Ask and answer more complex geographical questions when investigating different places and environments.</li> <li>• Identify similarities, differences and patterns when comparing places and features.</li> <li>• Observe, record and name geographical features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to more complex geographical questions (including how? and why?).</li> <li>• Identify and describe similarities, differences and patterns when investigating places, environments and people.</li> <li>• Observe, record and explain geographical features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to geographical questions that are more causal, i.e. Why does that happen in that place? Could it happen here?</li> <li>• Recognise geographical issues affecting people in different locations and environments.</li> <li>• Observe, measure and record human and physical features of a location.</li> </ul>
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