

St Mary's Primary School, Oxted

Geography Progression

Geography						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography: Weather and climate	Describe seasonal weather changes	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	Explain about weather conditions / patterns around the UK and parts of Europe	Explore weather patterns around parts of the world	Understand about world weather patterns around the World and relate these to climate zones	Describe and understand key aspects of physical geography, including: climate zones,
Human and Physical Geography: Human and physical features Human and environmental impact		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	Identify physical and human features of my locality Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.	Describe human features of UK regions, cities and /or counties Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment Explain about key natural resources	Know about the physical features of coasts and begin to understand erosion and deposition Know how rivers erode, transport and deposit materials Y4 Understand how humans affect the environment over time Know about changes to world environments over time	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the

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				e.g. water in the locality	World environment Understand why people seek to manage and sustain their environment Know and describe where a variety of places are in relation to physical and human features	distribution of natural resources including energy, food, minerals and water
Vocabulary	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes	Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.

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World knowledge: UK	I can understand how some places are linked to other places e.g. roads, trains	I can name and place the world's seven continents and five oceans	Identify where counties are within the UK and the key topographical features	Describe human features of UK regions, cities and /or counties	Know location of: capital cities of countries of British Isles and U.K., seas around U.K	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
	I can name, describe and compare places I know	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	Name and locate the cities of the UK	Know about the wider context of places - region, country	Know about the wider context of places e.g. county, region and country	
	Link their homes with other places in their local community	Name, locate and identify characteristics of the seas surrounding the United Kingdom	Recognise there are similarities and differences between places	Understand why there are similarities and differences between places	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night (Science)	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 Y5
	Know about some present changes that are happening in the local environment e.g. at school	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	Develop an awareness of how places relate each other		Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences Y6	
	Suggest ideas for improving					

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	the school environment	in a contrasting non-European country				
World knowledge: Rest of the world		Equator and the North and South Poles	Explain about weather conditions / patterns around the UK and parts of Europe	Recognise the different shapes of continents Identify where countries are within Europe; including Russia Recognise that people have differing quality of life living in different locations and environments I can explain how the locality is set within a wider geographical context	European Union countries with high populations and large areas and the largest cities in each continent Recognise the different shapes of countries Identify the physical characteristics and key topographical features of the countries within North America Y6	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)
Skills and Fieldwork	Use simple maps of the local area e.g.	Use world maps, atlases and globes to identify the United Kingdom	Use and interpret maps, globes, atlases and digital / computer mapping	Draw accurate maps with more complex keys		Use maps, atlases, globes and digital/computer mapping to locate

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Maps, compass, diagrams and photos	large scale, pictorial etc. Make simple maps and plans e.g. pictorial place in a story	and its countries, as well as the countries, continents and oceans studied at this key stage. 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 Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map	to locate countries and key features Make plans and maps using symbols and keys Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc Make more detailed fieldwork sketches/diagrams key features Use four figure grid references I can use four figure grid references Use the 8 points of a compass I can use the 8 points of a compass	Explore features on OS maps using 6 figure grid references Measure straight line distances using the appropriate scale		countries and describe features studied Use maps, charts etc. to support decision making about the location of places e.g. new bypass 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 his/her 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
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Skills and Fieldwork Other	Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes	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	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? Recognise that different people hold different views about an issue and begin to understand some of the reasons why Communicate findings in ways appropriate to the task or for the audience Use fieldwork instruments e.g. camera, rain gauge	Plan the steps and strategies for an enquiry		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



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