



# St. John's CE Primary School

## Geography Progression Map

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational Knowledge	<p>To name the world's seven continents.</p> <p>To name and locate the four countries of the United Kingdom.</p>	<p>To name and locate the world's seven continents and five oceans.</p> <p>To name, locate and identify the four countries and capital cities of the United Kingdom.</p> <p>To name, locate and identify characteristics of the United Kingdom, it's capital cities and the surrounding areas.</p>	<p>To identify where countries are within the United Kingdom and the key physical features.</p> <p>To name and locate major cities.</p> <p>To locate and label the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>To identify the position of latitude.</p>	<p>To recognise the different shapes of the continents.</p> <p>To identify and describe the significance of time zones.</p> <p>To recognise that people have differing qualities of life living in different locations and environments.</p> <p>To know how a locality is set within a wider geographical context.</p> <p>To identify the position and significance of lines of latitude.</p> <p>To identify the position and significance of the equator.</p>	<p>To recognise the different shapes of countries.</p> <p>To identify where countries are within Europe.</p> <p>To identify the physical characteristics and key topographical features of the UK and countries in Europe.</p> <p>To know about the wider context of places e.g. county, region, country.</p> <p>To describe where a variety of places are in relation to physical and human features.</p> <p>To know the location of: capital cities of countries in the British Isles and the United Kingdom, seas around the United Kingdom, European Union countries with high populations and the largest cities in each continent.</p>	<p>To name and locate countries 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>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>



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Human & Physical Geography	To describe seasonal changes.	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To locate hot and cold areas of the world in relation to the Equator and the North and South Pole.</p>	<p>To identify the physical and human features of a distant localities.</p> <p>To explain about climate zones and weather patterns around the UK and in parts of Europe.</p>	<p>To describe human features of cities and/or countries.</p> <p>To describe how people have been affected by changes in the environment e.g. flooding.</p> <p>To demonstrate an understanding about natural resources.</p> <p>To explore weather patterns around parts of the world.</p> <p>To describe and understand key aspects of the water cycle and rivers.</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.</p> <p>To demonstrate an understanding of how humans affect the environment over time.</p> <p>To know about changes to the world environments over time.</p> <p>To understand the effect of landscape features on the development of a locality or settlement and can begin to evaluate advantages and disadvantages.</p> <p>To reach informed conclusions as to why people seek to manage and sustain their environment.</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>To demonstrate an understanding about the physical features of coasts and begin to understand erosion and deposition.</p> <p>To describe and understand key aspects of human geography, including: types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>



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Place Knowledge	<p>To name, describe and compare familiar places.</p> <p>To link my home to other places in my local community.</p> <p>To suggest ideas for improving our school environment.</p>	<p>To describe simple geographical similarities and differences between a small area of the UK and in a contrasting non-European country.</p> <p>To know about some present changes that are happening in our local environment.</p>	<p>To understand why there are geographical similarities and differences between places.</p> <p>To demonstrate an understanding of how places relate to each other.</p>	<p>To demonstrate an understanding of the wider context of a place – region, country.</p> <p>To reason why there are similarities and differences between places.</p>	<p>To compare the physical and human features of a region of the UK and a region of Europe, identifying similarities and differences</p> <p>To ask and respond to questions considering how and why places have changed.</p>	<p>To reach informed conclusions about the geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>To consider how a region can meet the needs of its population and communicate this geographical information.</p> <p>To ask and respond to questions considering how a place is changing and what patterns can be seen influencing these changes.</p>
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6



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Geographical Skills & Fieldwork	<p>To annotate a simple map of the UK with some of its key features.</p> <p>To look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used.</p> <p>To use locational vocabulary.</p> <p>To make simple maps and plans.</p>	<p>To use world maps, atlases and globes to identify the UK and its countries and some oceans.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language; left and right, to describe the location of features and routes on a map.</p> <p>To look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK.</p> <p>To create a simple map and make a simple key using basic symbols.</p>	<p>To ask and respond to geographical questions.</p> <p>To analyse evidence and draw simple conclusions.</p> <p>To make comparisons between locations using aerial photos and pictures.</p> <p>To interpret maps and aerial views of the Americas,</p> <p>To communicate my findings in different ways e.g. written, drawn, photographed, sketch, diagram.</p> <p>To use a widening range of geographical terms and vocabulary (<i>see progression in vocabulary</i>).</p>	<p>To understand and use a widening range of geographical terms and vocabulary (<i>see progression in vocabulary</i>).</p> <p>To explore features of an OS map using four figure grid references.</p> <p>To draw accurate maps with more complex keys.</p> <p>To understand and use a widening range of geographical terms and vocabulary (<i>see progression in vocabulary</i>).</p> <p>To use globes, atlases, digital/ computer mapping and aerial views of the Amazon and apply this information to my own understanding.</p>	<p>To understand and use a widening range of geographical terms and vocabulary (<i>see progression in vocabulary</i>).</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To apply my map skills to include non-UK countries.</p> <p>To interpret a range of maps and aerial views of countries within Europe and apply this information to my own understanding.</p>	<p>To understand and use a widening range of geographical terms and vocabulary (<i>see progression in vocabulary</i>).</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>To use 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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