



## Geography Progression Document

| Skill                                 | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |  |
|---------------------------------------|--|---|---|---|---|--|--|
| <b>Fieldwork &amp; Mapping</b>        | Can recognise a map of the world and globe<br>Can draw a simple map using imagination or knowledge of a specific place, i.e. playground or bedroom   | Can use picture maps and globes to identify the world's five oceans and seven continents.   | Can use a simple atlas or maps to identify continents and oceans and recognise the UK, UK nations and capitals and where they live.   | Can confidently use a range of maps including atlases and images to locate and describe countries and features studied  | Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping to locate countries and describe features studied using maps and atlases.  | Can confidently use an atlas including the contents page and index to locate and describe countries and features studied.  | Can confidently use a range of maps, atlases, images, globes and digital mapping to locate and describe features of countries studied.   |
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| <b>Location Knowledge</b>             | Can identify where they live and where they go to school.  | Can identify that our world has five oceans and seven continents and can begin to name these.   | Can identify continents and oceans and recognise the UK, its nations and capitals and where they live.  | Can recognise and locate the UK, the UK nations and capitals, English counties and where they live.   | Have an understanding of world locational knowledge, including knowledge of places in the local area, UK and wider world including some globally significant physical and human features.   | Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.  | Have a more detailed and in-depth understanding of knowledge of the world, including globally significant physical and human features and places in the news.<br>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing including human impact. |
| Skill                                 | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |  |
| <b>Place Knowledge</b>                | To recognise seasonal changes and features in their local area and the buildings that surround them  | Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities, differences and simple patterns in the environment.                         | Can describe the places and features studied using simple geographical vocabulary, identifying some similarities, differences and simple patterns in the environment.           | <i>Can begin to compare places, and understand simple reasons for similarities and differences.</i>   | Can compare places, and understand some reasons for similarities and differences using locations studied.   | Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing including human & physical processes.  | Can recognise the range of views people hold about environmental interaction and change and can express and explain their opinions with evidence and recognise and explain why others may have different points of view.   |
| Skill                                 | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |  |
| <b>Human &amp; Physical Geography</b> | Can ask simple questions about places, features and environments   | Can begin to investigate places and environments by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos with adult support. | Can investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos | Can investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. | Can investigate places beyond their immediate surroundings, including human and physical features<br><br>Can use skills and some sources of evidence to respond to a range of geographical questions on a geographical environment. | Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images<br><br>Can express and simply explain their opinions, and recognise why others may have different points of view. | They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.   |
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| <b>Key Vocabulary</b>                 | Can use basic directional language: up; down; right; left; under; and around<br><br>House<br>village<br>town<br>local<br><br>Weather<br>Season Winter<br>summer autumn<br>spring<br><br>Pattern, river | Sun<br>Rain<br>Wind<br>Waterfall<br>Hill<br>Flood<br>Continent<br>Ocean<br>Location<br>World<br>Country<br>Capital city<br>Map<br>Atlas<br>North, East, South, West   | Wave<br>beach<br>cave<br>Rock<br>Desert<br>Forest<br>Temperature<br>Soil<br>Mountain<br>Volcano<br>Pangaea<br>Sea<br>Iceberg<br>Arctic<br>Landmark                              | Coast<br>Erosion<br>Volcanic bomb<br>vent<br>Tsunami<br>pressure<br>Global<br>region  | Tundra<br>Biome<br>Climate<br>Equator<br>Rainforest<br>Savanna<br>Latitude<br>Longitude<br>Ecosystem<br>Richter scale<br>Tremors<br>Tectonic plates<br>distribution<br>Ecosystem  | Globalisation<br>Arch<br>Bay<br>Deposition<br>Fetch<br>Headland<br>Long shore drift<br>Sea defences<br>Spit<br>Stack<br>Stump<br>Tide<br>Transportation  | Hamlet<br>Meridian<br>Topography<br>Economic activity<br>Convection currents<br>Magma<br>Mantle<br>Margin/boundary<br>Pyroclastic flow<br>Tectonic plates<br>Vent  |