

West Green Primary Geography Progression

| | Early Years Skills | Reception | KS1 Skills | Year 1 | Year 2 | KS2 Skills | Year 3 | Year 4 | Year 5 | Year 6 |
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| Geographical Skills and Fieldwork | <p>Use all their senses in hands on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe their immediate environment using knowledge from</p> | <p>Begin to use simple maps, globe, atlases, books and photographs, to explore the local area and the wider world around them.</p> <p>Begin to identify simple features on a map, e.g. road, buildings, trees, green areas etc.</p> <p>Explore, comment and ask questions about aspects of the school and local environment.</p> <p>Use observational skills to identify some physical and human geography of the school</p> | <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple compass directions (North, South, East and West), and locational and directional language, 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</p> | <p>Use world maps, atlases and globes, to identify continents, countries, the UK and its countries and capitals, Australia and the five oceans of the world.</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple maps to locate their local area, beginning to identify basic human and physical features.</p> <p>Name the road and house they live in.</p> <p>Use locational language to describe the</p> | <p>Become more independent in using world maps, atlases and globes to identify the continents and five oceans of the world, as well as countries and other seas of those studied.</p> <p>Know the four points of a compass and use simple directions, as well as using locational and directional language, to describe the location of features on a map, as well as to navigate one.</p> <p>Use grids on a map to travel a number of places in different directions.</p> | <p>Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK 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</p> | <p>Know what I can use to locate continents, countries, climate zone maps and major capital cities, including the internet.</p> <p>Read a time zone map, using it to answer questions about different locations.</p> <p>Independently use a map, with a key, to identify difference features.</p> <p>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?</p> | <p>Use a range of source to locate specific countries and capital cities.</p> <p>Use maps of the UK and the world to identify industries, and where they are more prevalent.</p> <p>Understand and use a widening range of geographical terms.</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Explore features on an OS map, using four and six figure grid references, using these and online mapping software to identify symbols and describe areas</p> | <p>Use maps to locate and place the countries, capital cities and major towns of the UK, including smaller islands.</p> <p>Use maps to answer a range of questions, or to give answers to clues.</p> <p>Use a range of maps to identify rivers around the world.</p> <p>Use political, climate, topographical and plate tectonic maps, to locate and identify a range of locations and physical features, in South America.</p> <p>Create detailed colour key on a map of South America to denote key industries.</p> | <p>Use given information to label maps.</p> <p>Use time zone maps to compare North America and the UK, and vice versa.</p> <p>Use fieldwork to observe where some of the UK's natural resources can be found.</p> <p>Use fieldwork to identify different examples of land use in the local area.</p> <p>Take photos and make notes about the local area, using this to make a detailed map or model, gathering information about vegetation, wildlife and weather.</p> <p>Use four and six figure grid references to locate major rivers in the UK, and ones to the local area.</p> |

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| | <p>observation discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observation and drawing pictures of animals and plants.</p> | <p>grounds, then the local area.</p> <p>Begin to make and follow simple maps, e.g. route around school or from/to their house.</p> <p>Show care and concern for living things and the environment through looking after the school grounds, then thinking about the wider area.</p> <p>Make simple drawings and take photos of what they see in the school grounds, or when exploring the local area.</p> | <p>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>location of features and routes, as well as being introduced to North, South, East and West.</p> <p>Locate the local area on a map, and think about what type of settlement they live in. Explore the local area, using a range of sources, including aerial photos, commenting on the weather and season.</p> <p>Talk in detail about where they live, including knowing their address.</p> | <p>Use a map with a simple key.</p> <p>Use aerial photos to identify human and physical features of my local area, and of countries studied.</p> <p>Create a simple map of their route to school, with a key, drawing on their knowledge and sources of the school environment and local area, to include key physical and human features.</p> <p>Use aerial photos of different cities to identify features.</p> | <p>digital technologies.</p> | | <p>between settlements.</p> <p>Draw accurate maps with more complex keys.</p> <p>Know how the locality is set within a wider geographical context.</p> | | <p>Use fieldwork to gather information about rock types, vegetation and wildlife on a local hill.</p> <p>Use topographical maps to identify major mountain ranges in the UK.</p> |
| Locational Knowledge | <p>Know that there are different countries in the world and talk about the differences they have</p> | <p>Begin to explore maps, globes etc. to talk about countries they have visited/know about, with a</p> | <p>Name and locate the world's seven continents and five oceans.</p> | <p>Begin to locate and name the seven continents on a world map and five oceans.</p> | <p>Locate and name Africa on a world map and some of its countries.</p> | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and</p> | <p>Confidently name the seven continents of the world and independently locate these on a world map, understanding the difference</p> | <p>Locate Europe on a world map and find out about its features.</p> <p>Identify and locate</p> | <p>Describe key geographical features of the UK and its countries, knowing it is split into regions and these regions contain counties,</p> | <p>Understand there are lots of different types of settlements, which have different purposes, and that these</p> |

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| | <p>experience or seen in photos.</p> | <p>focus on ones studied. Use their knowledge and photos to talk about what they see.</p> <p>Name and locate familiar parts of the local community.</p> <p>Understand how some places are linked to other places e.g. roads, trains.</p> | <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> | <p>Find countries on a world map from the seven continents, exploring their features and characteristics.</p> <p>Begin to locate the UK on a world map and its countries and capital cities on a UK map.</p> <p>Name and locate the seas surrounding the UK.</p> <p>Begin to understand the difference between a continent and country.</p> <p>Begin to understand that lines within a map show country boarder.</p> | <p>Independently find the UK on a world map, and locate the equator and poles.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, then with a country on the equator.</p> | <p>North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, 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</p> | <p>between a continent and country.</p> <p>Compare continents and name several countries in each one, independently locate these.</p> <p>Name some major capital cities of the world.</p> <p>Begin to understand how countries use their land for food production, how the climate influences this and where different food comes from.</p> <p>Locate the poles and northern and southern hemispheres.</p> <p>Begin to understand what the Eastern and Western hemispheres are.</p> <p>Understand that longitude and latitude are used to describe position on</p> | <p>countries of Europe, as well as the seas and oceans surrounding Europe.</p> <p>Identify how modern settlements have developed from early settlements, explaining how they have developed over time.</p> <p>Understand that UK industries are dependent on geographical areas. recognising people have differing qualities of life living in different locations and environments.</p> | <p>being able to name them.</p> <p>Name and locate the countries of South America.</p> <p>Use knowledge of the Tropics of Cancer and Capricorn, and the Equator, to predict what the climate is like in South America.</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p> | <p>purposes can change over time.</p> <p>Understand that different settlements can be split into different zones, such as commercial, residential, industrial, forests, parks etc.</p> <p>Name and locate the countries of North America, matching the capital cities with their country.</p> <p>Know where places of extreme temperature are located.</p> |
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| | | | | | | Circle, the Prime / Greenwich Meridian and time zones. | world maps and globes, including the tropic of Cancer and Capricorn. Understand what prime meridian is. | | | |
| Place Knowledge | Recognise and explain some similarities and differences between life in this country and life in other countries, drawing knowledge from stories, non-fiction texts and when appropriate maps. | <p>Talk about similarities and differences between places, in their immediate and local areas.</p> <p>Talk about different ways to travel, e.g. on foot, car, train, bus, airplane etc.</p> <p>Use photos and pictures to locate places in the local environment.</p> <p>Use what they know to talk about life in the UK, and with support, use different sources to explore what life is like in other countries.</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> | <p>Name, describe and compare familiar places with geographical aspects of an area in Australia.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment.</p> | <p>Describe how the climate is different in Kenya and Ecuador, to the UK.</p> <p>Compare and contrast the landscapes and settlements of Kenya and the UK.</p> <p>Compare and contrast the physical features of the UK and Ecuador, including capital cities, focusing on physical and human features.</p> | <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> | <p>Compare two different countries and state similarities and differences.</p> <p>Develop an awareness of how places relate to each other.</p> | <p>Ask and answer questions, comparing the human and physical geography of major cities.</p> <p>Understand why there are similarities and differences between places.</p> <p>Identify and discuss the features of different settlements.</p> <p>Use my local knowledge when exploring maps, identifying a range of human and physical features.</p> | <p>Use a range of geographical sources to compare an area of the UK, to an area of South America.</p> <p>Compare and contrast the human and physical features of Brazil and the UK.</p> | <p>Compare my local area with an area in North America, through generating and answering questions about their human and physical geography.</p> |

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| <p>Human and Physical Knowledge</p> | <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Know some similarities and differences between the natural</p> | <p>Talk about the changes they see or feel when outside, beginning to link them to seasons.</p> <p>Use their senses to explore the world around them.</p> <p>Begin to use simple geographical words to describe some human and physical features around them, or when looking at photos.</p> <p>Use knowledge and what they have been shown, as well as books etc. to talk about how their environment /local area, is the same or different to another environment.</p> | <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: key physical features.</p> <p>Use basic geographical vocabulary to refer to: key human features.</p> | <p>Build on identifying and describing physical and human features of the UK, and other countries in different continents.</p> <p>Begin to understand what a settlement is.</p> <p>Begin to describe the basic differences between a village, town and city.</p> <p>Begin to use words such as city, beach, mountain, lake, hill.</p> <p>Understand some countries are hot and some are cold.</p> <p>Build on their understanding of seasons and how they relate</p> | <p>Understand the difference between arable, dairy and livestock farming.</p> <p>Understand how the seasons affect life on a farm and what happens at these times.</p> <p>Describe how living on a farm is different from living in a town, using appropriate vocabulary.</p> <p>Understand countries near the equator are hot, and countries near the poles are cold, beginning to identify some of these countries.</p> <p>Describe the physical and human features of countries studied, using appropriate vocabulary.</p> | <p>Describe and understand key aspects of: physical geography.</p> <p>Describe and understand key aspects of: human geography.</p> | <p>Understand there are different climate zones, depending on their location (desert, tropics, artic), describing what some are like.</p> <p>Understand and describe the difference between human and physical geography, using a variety of sources to find these features in different countries.</p> <p>Identify key physical features of the continents, like tallest mountain.</p> <p>Identify physical and human features of the locality.</p> <p>Understand what import and export mean, understanding lots of foods are imported and exported around the world.</p> | <p>Describe and identify European countries based on human features.</p> <p>Identify capital cities of Europe, comparing them using their physical and human features.</p> <p>Independently research a European country, exploring their physical and human geography.</p> <p>Talk about the land features early settlers would need to consider when choosing settlement locations. Use this knowledge, and that of modern settlements to design their own settlement, incorporating human and physical features.</p> | <p>Explore human and physical features of a town or city in the UK.</p> <p>Locate mountain ranges in the UK, knowing the difference between a hill and mountain and describe how mountains are formed.</p> <p>Know the difference between a sea and an ocean.</p> <p>Explain the process of the water cycle, using terms such as precipitation, condensation, evaporation and transpiration.</p> <p>Locate, identify and describe different coastal areas of the UK, using terms such as erosion, coastal stacks and cliffs.</p> <p>Explain in detail that rivers start their journey at the source and end it at the mouth, using terms such as delta, tributary and meander;</p> | <p>Compare the climate of different parts of North America, using graphs, matching a description of a climate to a corresponding bar graph.</p> <p>Describe the main geographical features of North America, and how they were formed.</p> <p>Compare the features of North American capital cities, as well as order these to different criteria.</p> <p>Use independent research to explore the human and physical geography of a North American country.</p> <p>Understand the difference between high-order and low-order services in a settlement.</p> <p>Know which products are exported from the UK, their value and main importer countries.</p> |
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| | <p>world around them and contrasting environments, drawing on their experience and what has been read in class.</p> | | | <p>to months of the year.</p> <p>Describe in more detail the features of each season, including weather patterns, using appropriate vocabulary, and using knowledge to compare the four seasons.</p> | <p>Identify animals that live in hot and cold places.</p> <p>Understand that there are different groups of people living in Kenya, and that some live in traditional tribes or in modern cities, and describe some cultural features.</p> <p>Use words known, plus volcano, savannah, valley, fields, roads, cliff, coast, forest, river, soil, valley, vegetation, village, factory, farm, house, office, port, harbour and shop.</p> | | <p>Understand how land is used in tropical biomes, Mediterranean climate zones and the UK, to produce food, and how food is traded.</p> <p>Begin to understand and describe deforestation.</p> <p>Understand the difference between arable and pastoral farming.</p> <p>Name and locate deserts. Using line graphs and charts to explore and compare deserts around the world.</p> <p>Explore deserts, understanding how erosion and other processes create different formations; how humans use them; describe and discuss the causes and consequences of desertification; and use independent research to</p> | <p>Understand the concept of an economy and trade links.</p> <p>Identify which jobs belong to different sectors, knowing some of the UK's top industries.</p> <p>Describe how different climates and landscapes determine a country's industries.</p> <p>Begin to explain how unemployment affects people in the UK, around the world and the economy, including child labour.</p> | <p>describe the role rivers play in the water cycle.</p> <p>Explain the process of erosion, transportation and deposition in relation to rivers.</p> <p>Describe why rivers are useful e.g. for farming, wildlife habitats etc.</p> <p>Describe the causes of river pollution and its effects on the environment.</p> <p>Generate geographical questions about a river and use a range of sources to find the answers.</p> <p>Identify and describe the climate zones of South America.</p> <p>Understand the Andes are a major mountain range, and know how humans use them.</p> <p>Understand and use plate</p> | <p>Name lots of natural resources found in the UK.</p> <p>Identify UK commodities that are made/produced in the local area.</p> <p>Describe the land use around my school, explaining how they feel about different areas and what they might change.</p> <p>Compare local climate data with other parts of the UK, knowing how different winds can affect the climate.</p> <p>Understand what the first layer of the Earth's atmosphere is called and this is where weather occurs.</p> <p>Use data to create graphs, showing the hottest and coldest places on Earth, then use these to compare places.</p> |
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| | | | | | | | discover the human geography. | | <p>tectonics to describe how mountains are formed.</p> <p>Understand the difference between three types of volcanos, and understand how they are formed.</p> <p>Compare and contrast aspects of the human geography of South America.</p> <p>Understand the main industries of South America are timber and agriculture, naming some key industries within the countries of South America.</p> <p>Independently research the human and physical geography of a South American country.</p> | <p>Explain what a drought is, its causes and effects.</p> <p>Explain why some areas get more rain than others, in relation to the water cycle.</p> <p>Describe some extreme weather phenomena around the world, describing the effects on the environment and people.</p> <p>Use plate tectonics to describe earthquakes, why they happen, knowing what the Richter scale is and describe the effects on the environment and people. Know how tsunamis occur.</p> <p>Describe what happens when a volcano erupts.</p> |
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