

## GEOGRAPHY PROGRESSION

	Locational knowledge	Place knowledge	Human/Physical Geography	Mapping	Fieldwork Opportunities
R E C E P T I O N	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.	<p>To look closely at similarities, differences, patterns and change.</p> <p>To show care and concern for living things and the environment.</p> <p>To know about similarities and differences between themselves and others, and among families,</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>To talk about why things happen and how things work.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p>	To know about similarities and differences in relation to places, objects, materials and living things.	<p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Observations of holiday photographs.</p> <p>Observations of the school grounds and local environment through nature walks.</p>
Y E A R 1	Name and locate the world's seven continents and five oceans.	Weather patterns in the UK and the rest of the world.	<p>Understanding key features of the seaside, countryside and towns.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use world maps to identify the continents and oceans of the world.</p> <p>Know and be able to use simple compass directions (NESW). Use simple directional language, e.g., left and right, near and far to describe the location of places.</p> <p>Devise a simple map key.</p>	<p>First-hand observation, to enhance their locational awareness</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>Use relevant graphs from gathered data to ask and answer simple questions by counting the number of objects in each category.</p>
y e a r 2	<p>Name and locate the countries of the United Kingdom, including their capital cities.</p> <p>Name and locate</p>	Comparing the human and physical Geography of a small area of the UK to a small area of a non-European country.	Understand prominent features of the United Kingdom, identifying the differences between human and physical.	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use compass directions with growing confidence to describe location upon a map, e.g., Chorley is North of</p>	<p>Ask and answer simple questions about data gathered.</p> <p>Use software, e.g., google earth/maps and digimaps to carry out virtual fieldwork across the UK.</p>

	major rivers and landmarks of the United Kingdom.			Birmingham/Birmingham is South of Chorley.	Use a selection of photographs to observe features of places studied. Use these photographs to pose questions, including an appreciation of how environments vary.
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Y E A R 3	<p>Location of South America.</p> <p>Location knowledge pertaining to volcanic regions.</p> <p>Local knowledge.</p>	Study different regions of the world. Be able to identify key differences in our lives from those of the places studied.	<p>Develop an opinion about how the environment should be used.</p> <p>Understand how and why humans use physical environments.</p> <p>Understand what land use means. Observe how land is used in different ways. Consider the advantages and disadvantages of a type of land-use, for example, palm oil extraction in the TRF.</p>	<p>Locate somewhere on a map using a given 4-figure grid reference.</p> <p>Be able to identify the 8 points of a compass.</p> <p>Be able to describe a location using lines of latitude and longitude.</p> <p>Understanding of scale.</p> <p>Using an OS map key.</p> <p>Know what a line of longitude, considering general time zone patterns.</p> <p>Understand what a scale on a map is.</p> <p>Process fieldwork data, for example, drawing a graph.</p>	<p>Use photographs to point out basic human and physical features and suggest the impact of this upon people and environment.</p> <p>Draw a sketch map of an area in school.</p> <p>Collect simple data through questionnaires or surveys.</p> <p>Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.</p> <p>Conduct guided ICT research.</p>
Y E A R 4	Countries of Europe.	Study more complex regions of the world. Be able to identify and give some explanation for key differences in our lives from those places studied.	<p>Understand and begin to explain how and why humans use physical environments.</p> <p>Develop an opinion about how the environment should be used. Back this opinion up with facts derived from a variety of sources. Consider a counter-argument to your opinion.</p> <p>Deepen knowledge of land-use, considering wider-implications, e.g., the development of road networks surrounding a town.</p> <p>Study and the advantages and disadvantages of certain land use to different groups of people.</p> <p>Develop a balanced argument about land use.</p>	<p>Use an OS map key to competently identify a 4 figure grid reference of any given location.</p> <p>Use the 8 locational points of a compass to describe the direction you are travelling, in real-life and on a map.</p> <p>Deepen understanding of time zones and longitude by estimating how small or large the time difference will be to the UK (GMT).</p> <p>Use a simple scale to measure distance on a map.</p> <p>Process more sophisticated fieldwork data, for example, drawing a graph and analysing the results.</p>	<p>Use multiple aerial photographs to point out basic human and physical features and suggest the impact of this upon people and environment.</p> <p>Use mapping skills to compare different types of maps and photographs.</p> <p>Draw a more detailed sketch map of an area, within or outside school.</p> <p>Design own simple data collection and carry out.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Conducted ICT research with greater</p>

					independence.
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Y E A R 5	Main cities and rivers of the UK	<p>Ability to use key geographical knowledge to be able to make abstract links between human and physical aspects of place e.g., connection between climate zone knowledge and industry; the influence of land shape upon population density.</p> <p>Developing a more confident understanding of other people's sense of place and how that can affect decisions through consideration of more in-depth case studies.</p>	<p>Clear understanding of the interrelationship between human and physical environments.</p> <p>Developing an ability to critically evaluate the advantages and disadvantages of key decisions, for example, land use.</p> <p>Justify or argue against key land use decisions, drawing from other examples as a comparison.</p>	<p>Locate somewhere on a map using a given 6-figure grid reference.</p> <p>Use various scales to identify straight line distances on a map.</p> <p>Be able to describe locations clearly, using degrees of latitude and longitude.</p> <p>Be able to calculate main time zones using lines of longitude.</p>	<p>Design own data collection and carry out. Manipulate and analyse data through appropriate graphs, both drawn and using software.</p> <p>Use an amalgamation of mapping skills when describing a location e.g, compass direction, map symbols and scale.</p> <p>Using the index of an atlas.</p> <p>Use photographs to critically analyse the human and physical features of a landscape.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph including a line graph.</p> <p>Using ICT, independently research places, using reliable sources.</p>
Y E A R 6	Countries throughout the world, including the ability to use and atlas to locate places.	<p>Ability to make more abstract links between human and physical aspects of place.</p> <p>Developing a more confident understanding of other people's sense of place and how that can affect decisions.</p>	<p>Clear understanding of the interrelationship between human and physical environments.</p> <p>Ability to critically evaluate the advantages and disadvantages of key decisions, for example, land use.</p>	<p>Use an OS map competently to be able to provide a 6-figure grid reference of any given map symbol of place.</p> <p>Use various scales to identify straight line and curved distances between 2 locations on a map.</p>	<p>Begin to consider anomalies in data. Evaluate strengths and weaknesses of research.</p> <p>Consider sources of photographs and how this can affect effective fieldwork.</p> <p>Solve comparison, sum and difference problems</p>

			<p>Considering and creating solutions for conflicts in land use, using other examples for comparison.</p>	<p>Be able to describe locations clearly, using degrees of latitude and longitude with detailed accuracy.</p> <p>Be able to calculate specific time zones using lines of longitude.</p>	<p>using information presented in all types of graph.</p> <p>Using ICT, independently research places, demonstrating an awareness of bias in sources.</p>
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