



## Geography Progression Plan Years 1 - 6

<b><u>Knowledge</u></b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational and Place Knowledge</b>	<p>Name and locate some places in their locality (Mottram &amp; Hattersley), the UK and wider world.</p> <p>Name, locate and describe the four countries and capital cities in the UK.</p>	<p>Name and locate significant places in their locality (Mottram &amp; Hattersley), the UK and wider world.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Name and locate a wider range of places in their locality (Mottram Hattersley, Manchester), the UK and wider world.</p> <p>Know locations and names of the continents, oceans and main European countries on a world map.</p>	<p>Name and locate a wider range of places in their locality (Mottram Hattersley, Manchester), the UK and wider world, including some globally significant features.</p> <p>Name some geographical similarities and differences comparing an area of the UK and a region in a different continent.</p>	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Describe some geographical similarities and differences comparing an area of the UK and a region in a different continent.</p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>Identify and explain some geographical similarities and differences comparing an area of the UK and a region in a different continent.</p>
<b>Human Knowledge</b>	<p>Describe some places and features using basic geographical vocabulary understanding geographical similarities and differences.</p> <p>Recognize simple human features on an aerial photo or a simple map, showing an awareness that objects look different from above.</p>	<p>Describe places and features using simple geographical vocabulary, comparing a small area of the UK and a contrasting area of a non-European country.</p> <p>Identify and describe geographical human features using an aerial photograph.</p>	<p>Use geographical language to describe some aspects of human features and patterns.</p> <p>Make observations about places and features that change over time.</p>	<p>Use geographical language to identify and explain some aspects of human features and patterns.</p> <p>Describe how features and places change and the links between people and environments.</p>	<p>Use geographical language to identify and explain key aspects of human features as well as links between people, places and distribution of resources.</p> <p>Demonstrate an understanding of how and why some features or places are similar or different.</p>	<p>Explain some links and interactions between people, places and environments.</p> <p>Demonstrate an understanding of how and why some features or places are similar or different and how and why they change.</p>



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	Express their views on some features of their environment e.g. what they do or do not like.	Make observations about features that give places their character.				
<b>Physical Knowledge</b>	Use different basic geographical language to label key physical features, understanding geographical similarities and differences.  Recognize physical features on an aerial photo or a simple map, showing an awareness that objects look different from above.	Use a range of basic geographical language to label and describe key physical features, comparing a small area of the UK and a contrasting area of a non-European country.  Identify and describe geographical physical features using an aerial photograph.	Use appropriate geographical vocabulary to describe physical geography features, comparing a small area of the UK and a contrasting area of a non-European country.  On a world map, locate areas of similar environmental regions. E.g. biomes, climate zones, vegetation belts.	Use technical geographical vocabulary to describe physical geography processes  On a world map, locate and label areas of similar environmental regions. E.g. biomes, climate zones, vegetation belts.	Use technical geographical vocabulary to describe the formation of physical features  On a world map, locate and describe areas of similar environmental regions. E.g. biomes, climate zones, vegetation belts.	Use technical geographical vocabulary to describe and recognise patterns of physical geography processes  On a world map, locate and describe key physical features of areas of similar environmental regions. E.g. biomes, climate zones, vegetation belts.
<b>Geographical Skills:</b>  <b>Enquiry and Investigation</b>	Use different sources such as simple maps, globes, atlases and images.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places, as well as to follow routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.  Locate features using two-figure grid references.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.  Locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most appropriate for a task.  Locate features using six-figure grid references.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.  Locate features using six-figure grid references.



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<b>Geographical Skills:</b>	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.	Express views about the environment and recognise how people sometimes affect the environment.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.	Express their opinions on environmental issues and recognise that other people may think differently.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.
<b>Communication</b>	Draw, speak or write about simple geographical concepts such as what they can see where.	Communicate geographical information using appropriate vocabulary.	Communicate geographical information through a range of methods using technical vocabulary.	Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations using technical vocabulary	Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information using the correct technical vocabulary	Communicate geographical information using a wide range of geographical vocabulary and methods e.g. digital maps, plans, graphs and presentations.

<b>Practical skills</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mapping	Draw a simple map, labelling features. Know that symbols mean something on maps.  Locate countries in a UK map.	Draw simple maps or plans, using symbols for a key.  Locate continents & oceans on a world map.	Draw sketch maps using agreed symbols for a key.  Locate the main countries in Europe.	Draw sketch maps using standardised symbols and a key.  Locate and name geographical features on an Ordnance Survey map.	Produce proportionally scaled maps.  Compare land use and geographical features on different types of maps.	Produce proportionally scaled maps.  Compare and contrast areas of the UK and wider world by analysing the geographical features on a range of maps, including digital/computer mapping.



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Field Work & Data	Name and describe key human and physical features of the school environment and grounds from first hand observation. Collect data during fieldwork, such as number of trees/houses.	Name, describe & compare key human and physical features of their own locality and surrounding environment, asking & responding to simple questions.  Collect and organise 1 <sup>st</sup> hand data.	Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.  Collect and analyse 1 <sup>st</sup> hand data.	Propose geographical questions, collecting and recording specific evidence to answer them.  Collect and analyse data from 1 <sup>st</sup> and 2 <sup>nd</sup> hand sources, identifying and analysing patterns	Choose the best method of collecting and recording observations and measurements including sketch maps, plans, graphs and digital technologies.	Choose the best methods of collecting, recording and presenting data including taking accurate measurements and representing these in text, graphs and spreadsheets.
Direction	Use simple locational language including front, behind, next to, far away and near to, to describe the location of features on a map and in fieldwork.	Use compass directions (North, South, East, West) to describe the location of geographical features and routes on a map.	Use the 8 points of a compass to describe the location of a country.	Use the 8 points of a compass accurately to locate a country or geographical feature.	Use the 8 points of a compass to follow a route.	Use the 8 points of a compass to plan and follow a route.
Positioning	Locate hot and cold areas of the world.	Locate the Equator and the North and South Poles.	Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.	Locate and explain the significance of the Equator, Northern and Southern hemispheres, the Tropics of Capricorn and Cancer to a range of countries of the world.	Locate and explain the significance of the latitude and longitude, along with the Prime Greenwich Meridian.	Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.