


Geography progression ladder

	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Field work
Year 1	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: forest, hill, mountain, soil, valley, vegetation,. <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office	Use world maps, atlases and globes to identify the United Kingdom and its countries. 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..
Year 2	Name and locate the world's seven continents and five oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small	Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast,	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a



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		area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour	simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
Year 3	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>



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	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.			Use fieldwork to observe 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.
Year 4	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. 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.
Year 5	Locate the main countries in Europe and North or South America. Locate and name principal cities.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to	Describe and understand key aspects of : Physical geography including coasts, rivers and the water	Use maps, atlases, globes and digital/computer mapping (Google Earth) to



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	<p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p style="text-align: center;">Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>	<p>cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>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>
Year 6	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p>



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	<p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	<p>Geography). Understand some of the reasons for similarities and differences.</p>		<p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>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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EYFS	ELG: People, Culture and Communities
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

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Oak Hill Church of England

Primary School

'Jesus said, "I have come that you may have life in all its fullness" (John 10:10)

Faith- Values Action



**Understanding
The World
(Cornerstones)**

***Me & My
Community***

- Take photographs, draw simple picture maps and collect simple data during fieldwork activities
- Describe how they can look after their environment
- Name and talk about man-made features in the local environment, including shops, houses, streets and parks.

***Once Upon A
Time***

Big Wide World

- Take photographs, draw simple picture maps and collect simple data during fieldwork activities.
- Begin to notice and talk about the different places around the world, including oceans and seas.
- Show an awareness of the similarities and differences between people in different communities and groups from around the world
- Make and use simple maps in their play to represent places and journeys, real and imagined.
- Describe how the weather, plants and animals of one place is different to another using simple geographical terms.
- Describe how two places are the same or different using simple picture maps, photographs, data and other geographical

***Dangerous
Dinosaurs***

- Make a shadow bigger or smaller using toys, play equipment and a light source.
- Make and use simple maps in their play to represent places and journeys, real and imagined.
- Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.
- Identify common features for different groups of animals, including wild and domestic animals.
- Match animals to the foods that they eat
- Use age-appropriate software independently

Long Ago

- Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.
- Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.
- Explore and talk about important events in the school or locality's history.
- Describe simply how weather changes as the seasons change.
- Talk about past and present events in their own lives and those who are important to them.
- Show an awareness of the similarities and differences between people in different communities and groups from around the world.
- Notice and begin to describe patterns of weather in summer and

***Sunflowers &
Sunshine***

- Notice and begin to describe patterns of weather in summer and winter.
- Make and use simple maps in their play to represent places and journeys, real and imagined.
- Explore the natural world around them and give simple descriptions, following observation, of changes

Our place is different to other places.

Primary School

'Jesus said, "I have come that you may have life in all its fullness" (John 10:10)

Action

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Oak Hill Church of England

Primary School

'Jesus said, "I have come that you may have life in all its fullness' (John 10:10)

Faith- Values Action

