

# PROGRESSION IN GEOGRAPHY

## YEAR 1

YEAR 1	
<b>Contextual Knowledge</b>	<ul style="list-style-type: none"><li>• Have used maps and images to have basic locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</li></ul>
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"><li>• Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photographs.</li></ul>
<b>Geographical Features</b>	<ul style="list-style-type: none"><li>• Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</li></ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"><li>• Make simple observations.</li><li>• Use a photo, video or audio taken by an adult as evidence of what they have seen.</li><li>• Draw a simple sketch map showing key features of the school, its grounds and surrounding environments.</li><li>• Work in a group with an adult to ask questions about the school, its grounds and surrounding environment.</li><li>• Measure using simple words and frequency recording.</li><li>• Reach a simple conclusion to the fieldwork question or prediction.</li></ul>
<b>Mapping Skills</b>	<ul style="list-style-type: none"><li>• Use picture maps and globes.</li><li>• Identify the world's five oceans and seven continents on a map.</li><li>• Use simple directional language: near, far, left and right to describe location of features and routes on a map.</li><li>• Use plan perspectives to recognise landmarks and basic human and physical features.</li><li>• Draw basic maps and create own symbols.</li><li>• Ask questions about specific places and environments.</li></ul>

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## YEAR 2

YEAR 2	
<b>Contextual Knowledge</b>	<ul style="list-style-type: none"><li>• Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</li></ul>
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"><li>• Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photographs.</li></ul>
<b>Geographical Features</b>	<ul style="list-style-type: none"><li>• Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</li></ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"><li>• Make detailed observations.</li><li>• Use a camera, video or audio to gather evidence of what they have seen.</li><li>• Draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.</li><li>• Ask trusted and familiar adults questions about the school, its grounds and surrounding environments.</li><li>• Measure using a guided tally and standard units such as minutes and metres.</li><li>• Present findings simply using maps and graphs.</li><li>• Reach a simply described conclusion to the fieldwork question or prediction.</li></ul>
<b>Mapping Skills</b>	<ul style="list-style-type: none"><li>• Use a simple atlas.</li><li>• Identify the UK, its countries and the comparison area of the UK and a contrasting non-European country.</li><li>• Use the four-point compass directions to describe location of features and routes on a map.</li><li>• Use aerial photographs to recognise landmarks and basic human and physical features.</li><li>• Draw a simple map and use agreed realistic, in line with Ordnance Survey (OS) map, symbols to make a simple key.</li><li>• Ask a series of questions about places and environments.</li></ul>

### Expectations by age 7:

Be able to investigate places and environments by asking questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photographs.

# PROGRESSION IN GEOGRAPHY

## YEAR 3

<b>YEAR 3</b>	
<b>Contextual Knowledge</b>	<ul style="list-style-type: none"> <li>• Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</li> </ul>
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>• Be able to 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 photographs.</li> <li>• They can express their opinions and recognise that others may think differently.</li> </ul>
<b>Geographical Features</b>	<ul style="list-style-type: none"> <li>• Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.</li> <li>• They begin to compare places, and understand simple reasons for similarities and differences.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Make links to different observations in the local area.</li> <li>• Use a camera, video or audio to gather appropriate data.</li> <li>• Draw a sketch map with simple annotations showing human and physical features of the local area.</li> <li>• Confidently ask questions to a range of people.</li> <li>• Measure accurately using a tally and standard units.</li> <li>• Identify benefits and limitations of data collection methods.</li> <li>• Present data and findings simply using maps, graphs and digital technologies.</li> <li>• Reach a thoroughly described conclusion to the fieldwork question or prediction.</li> </ul>
<b>Mapping Skills</b>	<ul style="list-style-type: none"> <li>• Use a range of maps and images.</li> <li>• Locate countries and describe features studied in the KS2 National Curriculum.</li> <li>• Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world.</li> <li>• Use letter and number co-ordinates to locate features on a map.</li> <li>• Draw a simple map of a familiar short route using OS symbols.</li> <li>• Ask geographical questions about places and environments and express opinions.</li> </ul>

# PROGRESSION IN GEOGRAPHY

## YEAR 4

<b>YEAR 4</b>	
<b>Contextual Knowledge</b>	<ul style="list-style-type: none"> <li>• Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</li> </ul>
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>• Be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photographs.</li> <li>• They can express their opinions and recognise that others may think differently.</li> </ul>
<b>Geographical Features</b>	<ul style="list-style-type: none"> <li>• Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.</li> <li>• They become more adept at comparing places, and understand some reasons for similarities and differences.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Make clear links between different observations in the local area.</li> <li>• Use a camera and locate labelled photographs on a map.</li> <li>• Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</li> <li>• Devise and ask questions using geographical vocabulary to recognise that others may think differently.</li> <li>• Can measure using simple instruments, digital technologies and can measure more than one aspect at once.</li> <li>• Describe the benefits and limitations of data collection methods.</li> <li>• Present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher-led question to child-led conclusion.</li> <li>• Reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.</li> </ul>
<b>Mapping Skills</b>	<ul style="list-style-type: none"> <li>• Confidently use globes, atlases, images, aerial photographs and begin to use computer mapping.</li> <li>• Locate countries and describe features studied in the KS2 National Curriculum.</li> <li>• Identify the eight-point compass directions: North, North East, East, South East, South, South West, West, and North West to follow and give directions to build knowledge of the UK and the wider world.</li> <li>• Use four-figure grid references to locate features on a map.</li> <li>• Draw an accurate map of a short route using OS symbol.</li> <li>• Ask questions and answer questions about places and environments to aid investigations and express their different opinions relating to issues.</li> </ul>

**Expectations by age 9:** Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photographs. They can express their opinions and recognise that others may think differently.

# PROGRESSION IN GEOGRAPHY

## YEAR 5

<b>YEAR 5</b>	
<b>Contextual Knowledge</b>	<ul style="list-style-type: none"> <li>• Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.</li> </ul>
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>• Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images.</li> <li>• Can express and simply explain their opinions, and recognise why others may have different points of view.</li> </ul>
<b>Geographical Features</b>	<ul style="list-style-type: none"> <li>• Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing.</li> <li>• They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change.</li> <li>• They show simple understanding of the links between places, people and environments.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Make clearly explained links between observations in the local area.</li> <li>• Use a camera and locate annotated photographs on a map.</li> <li>• Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</li> <li>• Devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.</li> <li>• Measure human and physical features in the local area using a range of appropriate instruments.</li> <li>• Simply justify data collection methods.</li> <li>• Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion.</li> <li>• Reach a described and explained conclusion to the fieldwork question / prediction backed up with evidence.</li> </ul>
<b>Mapping Skills</b>	<ul style="list-style-type: none"> <li>• Confidently use an atlas including the contents page and index.</li> <li>• Locate countries and describe features studied in the KS2 National Curriculum.</li> <li>• Confidently use the eight-point compass directions to follow and give directions to build knowledge of the UK and the wider world.</li> <li>• Accurately use four-figure grid references on an OS map and attempt six-figure grid references.</li> <li>• Draw a sketch map using OS symbols and a key.</li> <li>• Ask questions to carry out an investigation and express the opinions from a range of points of view.</li> </ul>

# PROGRESSION IN GEOGRAPHY

## YEAR 6

<b>Contextual Knowledge</b>	<ul style="list-style-type: none"> <li>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</li> </ul>
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</li> <li>They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.</li> </ul>
<b>Geographical Features</b>	<ul style="list-style-type: none"> <li>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.</li> <li>They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change.</li> <li>They show some understanding of the links between places, people and environments.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>Make clearly explained links between observations in the local area / wider world to identify patterns.</li> <li>Use a camera and locate annotated photographs on a map.</li> <li>Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</li> <li>Devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.</li> <li>Accurately measure human and physical features in the local area using a range of appropriate instruments .</li> <li>Confidently justify and evaluate data collection methods.</li> <li>Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion.</li> <li>Reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.</li> </ul>
<b>Mapping Skills</b>	<ul style="list-style-type: none"> <li>Confidently use a range of maps, atlases, images, globes and digital mapping.</li> <li>Locate countries and describe features studied in the KS2 National Curriculum.</li> <li>Confidently and accurately use the eight-point compass directions to follow and give directions to build knowledge of the UK and the wider world.</li> <li>Accurately use six-figure grid references on an OS map.</li> <li>Draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</li> <li>Ask a range of geographical questions to carry out an investigation and can explain the opinions from a range of different points of view.</li> </ul>

**Expectations by age 11:** Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express their opinions, and recognise why others may have different points of view.