

Geography Progression

KS1 and 2

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Skills	Ask and answer geographical questions e.g. Where do you live?	Ask and answer geographical questions e.g. What is it like to live in this place?	Ask and answer geographical questions e.g. Where is this place? What is it like? How has it changed?	Ask and answer geographical questions e.g. Where is this location? What do you think about it?	Ask and answer geographical questions e.g. What is this landscape like? What will it be like in the future?	Ask and answer geographical questions e.g. What is this landscape like? How has it changed? What made it change? How is it changing?	Ask and answer geographical questions e.g. What is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?
	Talk about where they live.	Express own views about a place, people, environment.	Compare own locality with a small area in a non-European country. Express own views about a place, people, environment and give reasons to support likes, dislikes, preferences.	Compare different locations using data/photos/pictures. Give detailed reasons to support likes, dislikes, preferences about a location.	Analyse evidence and draw conclusions between locations using a range of sources e.g. photos, pictures, maps etc.	Analyse evidence and draw conclusions between locations using a range of sources e.g. photos, pictures, maps etc. Use a range of sources to suggest how the location impacts on people/everyday life (types of settlement, land use, economic activity, trade links, and distribution of natural resources).	Analyse evidence and draw conclusions between locations using a range of sources e.g. photos, pictures, maps etc. Use a range of sources to suggest how the location impacts on people/everyday life (types of settlement, land use, economic activity, trade links, and distribution of natural resources).

							Look at patterns and explain reasons behind them.
	Observe, record and communicate evidence in different ways e.g. pictures, pictograms, simple maps. Express a simple opinion about a given topic	Observe, record and communicate evidence in different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams. Express a simple opinion about a given topic	Observe, record and communicate evidence in different ways e.g. sketches, diagrams, charts, writing, ICT. Express a simple opinion about a given topic.	Observe, record and communicate evidence e.g. construct a questionnaire, charts, graphs, use field sketches, sketch maps, writing etc. Identify and explain different opinions.	Observe, record and communicate evidence e.g. construct a questionnaire, charts, graphs, use field sketches, sketch maps, writing, make colour coded maps etc. Identify and explain different opinions linked to geographical issues.	Collect, record and communicate evidence in more detail, appropriate to the task and audience. Analyse findings and draw conclusions. Gather opinions from people (link to topic theme).	Collect, record and communicate evidence from a range of sources, appropriate to the task and audience. Analyse findings, draw conclusions and look for patterns. Gather opinions and give reasons for these (link to topic theme).
Location Knowledge Atlas/mapping skills	Use the local area for exploring both the built and natural environment. Provide play maps and small world equipment for children to create their own environments. Talk about features of their own immediate environments and make comparisons. Identify a map of the UK.	Use maps, atlases and globes name and locate the world's seven continents and five oceans. Name and locate Great Wishford / Salisbury on a map of the UK.	Use maps, atlases and globes name and locate the world's seven continents and five oceans. Use maps/atlases/globes to identify and name the four countries and capital cities of the UK and the seas surrounding it.	Use maps, atlases, globes and computer mapping to locate countries and describe countries linked to topic theme.	Use maps, atlases, globes and digital/computer mapping to locate the world's main countries, and describe countries linked to topic theme. Include counties and cities in England.	Use maps, atlases, globes and digital/computer mapping to locate the main countries in the world. (Identify environmental regions, key physical and human characteristics, countries, and major cities). Identify the position and significance of latitude, longitude, the Tropics of Cancer and	Use maps, atlases, globes and digital/computer mapping to locate countries in the world, including North or South America. (Identify environmental regions, key physical and human characteristics, countries, and major cities).

	Describe features linked to topic theme. (e.g shop, farm, town, library, café)	Describe features linked to topic theme. (e.g hill, local, road, woods, house, school, town).	Describe features linked to topic theme. (e.g valley, hill, local, road, coastline, village, town, city, harbour, factory, office, port).	Describe features linked to topic theme. -Regions of UK -Topographical features (hills, mountains, rivers, coasts) -Human and physical characteristics.	Describe features linked to topic theme. -Topographical features -Environmental regions and themes (climate, population, vegetation).	Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones. Describe features linked to topic theme. - Topographical features -Environmental regions and themes (climate, population, vegetation, land use patterns) - Compare maps from the past and present, focusing on land use.	Describe features linked to topic theme. - Topographical features (coasts, features of erosion, hills, mountains, rivers) -Environmental regions and themes (climate, population, vegetation, land use patterns, major cities) -Understand how land use has changed over time.
Fieldwork skills	Visit different parts of the local community, including areas where children may be very familiar, eg supermarket, church, library.	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. Introduce north,	Use simple compass directions (North, South, East and West). Use aerial photographs and plan perspectives to recognise landmarks	Use the six points of a compass. Use two then four figure grid references.	Use the six points of a compass. Use four figure grid references.	Use the six and then eight points of a compass. Use four then six figure grid references.	Use the eight points of a compass. Use six figure grid references (refer to longitude and latitude).

		<p>south, east and west.</p> <p>Use photographs to recognise landmarks and basic human and physical features.</p> <p>Devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography and key human and physical features of the schools surrounding environment.</p>	<p>Use symbols and key (including use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure and record the features of the local area. Use a range of methods e.g sketch maps, plans, graphs and digital technology.</p>	<p>Use symbols and key (including use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure and record the features of the local area. Use a range of methods e.g sketch maps, plans, graphs and digital technology.</p>	<p>Use symbols and key (including use of OS maps) to build their knowledge of the UK past and present.</p> <p>Use fieldwork to observe, measure and record the features of the local area, including pattern/movement/change. Use a range of methods e.g sketch maps, plans, graphs and digital technology.</p>	<p>Use symbols and key (including use of OS maps) to build their knowledge of the UK and the wider world past and present.</p> <p>Expand map skills to include non UK countries</p> <p>Use fieldwork to observe, measure and record the features of the local area, including pattern/movement/change. Use a range of methods e.g sketch maps, plans, graphs and digital technology.</p>
Place Knowledge		<p>Year 1 and 2</p> <p>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.</p>		<p>Year 3 and 4</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a region in a European country.</p>		<p>Year 5 and 6</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a region within North or South America.</p>	