



Inkberrow Primary School

Geography Progression

In this document you will find:

- Substantive and disciplinary skills and knowledge for Year 1 - 6
- Yellow Boxes: The National Curriculum Expectations
- Black Targets: Expected Level
- Purple Targets: Greater Depth

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Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans ☐ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and 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:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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 2 Geography – key stages 1 and 2
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

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Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- 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

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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National Curriculum	Knowledge and skills			
	Year 1	Year 1	Year 2	Year 2
	Let's Explore	I'll Huff and I'll Puff/From Field to Fork	The World Around Us/Lost Explorers	Location, Location, Location
Locational Knowledge	<ul style="list-style-type: none"> -Know that a continent is a group of countries -Locate two of the world's seven continents on a world map (Europe and South America) -Know they live in the continent of Europe -Know that an ocean is a large body of water -Know the name of two of the world's oceans -Identify the four countries making up the United Kingdom on a map of the UK -Locate and name the 4 capital cities of the UK -Know that a capital city is where a country's government is located -Identify the characteristics (both human and physical) of the four countries of the UK 	<ul style="list-style-type: none"> -Show on a map the village where they live/go to school -Say what they like about their locality -Sort things they like and don't like -Ask questions about their locality -Describe their locality using words and pictures 	<ul style="list-style-type: none"> -Locate and name the continents of the world and find them on a world map -Locate and name the world's oceans and find them on a world map -Know some of the main physical and human features of the world's continents -Know that a sea is a body of water that is smaller than an ocean - Find where they live on a map of the UK in relation to the capital city 	<ul style="list-style-type: none"> -Confidently locate the capital cities of the four countries of the UK on a map and identify some of their characteristics -Know that there are four bodies of water surrounding the UK and be able to name them -Know that a sea is a body of water that is smaller than an ocean -Locate and name the surrounding seas of the UK on a map

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<p>Place Knowledge</p>	<ul style="list-style-type: none"> -Name some key similarities and differences between their local area and a small area of a contrasting non-European country -Describe what physical features may occur in a hot place in comparison to a cold place -Know that life elsewhere in the world is often different to ours -Know that life elsewhere in the world is often similar to ours 	<ul style="list-style-type: none"> -Name key features associated with a town or village, e.g. church, farm, shop, house -Name key features associated with a town or village e.g. factory, detached house, semi-detach house, terrace house 	<ul style="list-style-type: none"> -Begin to describe and explain some of the key geographical similarities and differences between their local area and a small area of a contrasting non-European country 	<ul style="list-style-type: none"> -Find out about a locality by using different sources of evidence -Say what they like and don't like about their locality and another locality like the seaside -Describe and begin to explain some key similarities and differences between their local area and a small area of a contrasting non-European country - Describe some human features of own locality, such as the jobs people do -Explain what facilities a town or village might need
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> -Confidently use the words 'season' and 'weather' -Describe how the weather changes with each season in the UK -Keep a weather chart and answer questions using it -Make plausible predictions about what the weather may be like later in the day or tomorrow -Begin to explain why they would wear different clothes at different times of the year 	<ul style="list-style-type: none"> -Know that human features means any feature of an area that was made or built by humans -Recognise some human features of their locality (including land use – farms) -Know that a physical feature means any feature of an area that is on the Earth naturally -Recognise some physical features in their locality 	<ul style="list-style-type: none"> -Locate hot and cold areas of the world in relation to the equator North and South Pole -Know that because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles -Know that different parts of the world experience different weather conditions and these are often caused by the location of a place 	<ul style="list-style-type: none"> -Describe the key physical features of a coastline and how it changes over time using subject specific vocabulary -Describe the key physical features of a place, using words like: beach, coast, forest, hill, mountain, ocean and valley -Describe some of the physical features associated with an island

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	<ul style="list-style-type: none"> -Begin to explain why they would wear different clothes if they lived in a very hot or very cold place -Share something about the people who live in hot and cold places 	(e.g. hills, Millennium Green)	<ul style="list-style-type: none"> -Know some of the key human and physical features of the UK -Describe and understand the differences between a city, town and village 	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> -Begin to use compass points to describe the location of features on a map -Answer questions using different resources, such as books, the internet and atlases 	<ul style="list-style-type: none"> -Respond to instructions using directional language to follow routes - Recognise local human and physical features on aerial photographs -Use simple picture maps and plans to move around the school -Draw simple sketch maps using simple pictures, colours or symbols to represent features 	<ul style="list-style-type: none"> -Use simple compass directions to describe the location of features on a map -Point out the North, South, East and West associated with maps and compass -Use aerial photographs to recognise human and physical features and plan perspectives 	<ul style="list-style-type: none"> -Use locational language and compass points to describe the route on a map - Use locational language and compass points to plan a route in the playground or school grounds -Using an aerial photograph to draw a simple sketch map of the playground or school grounds -Use class agreed symbols to represent human and physical features on a sketch map -Begin to draw objects to scale

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<i>National Curriculum</i>	<i>Knowledge and skills</i>			
	Year 3	Year 3	Year 4	Year 4
	Extreme Earth	Relaxing Rivers	Rainforests	Climate Zones
Locational Knowledge	<ul style="list-style-type: none"> -Identify the position of the Equator and that it indicates the hottest places on Earth -Know the Northern and Southern Hemisphere are 'halves' of the Earth, above and below the Equator and have alternate seasons to each other -Name a number of countries in the Northern and Southern Hemisphere -Locate and name some of the world's most famous Volcanoes on a world map, identifying the 'Ring of Fire' -Know that volcanoes and earthquakes largely occur at plate boundaries 	<ul style="list-style-type: none"> -Identify on a map where 2 rivers are (Nile and River Severn) -Know which oceans/seas these rivers flow into -Name the main countries and counties these rivers flow through 	<ul style="list-style-type: none"> -Locate and name the main countries in South America on a map -Locate and name the major cities of the main countries in South America -Locate some key physical features in the countries studied on a map, including significant environmental regions -Locate some key human features in the countries studied -Locate the Tropic of Cancer and the Tropic of Capricorn and discuss their significance 	<ul style="list-style-type: none"> -Know the name of the county they live in and their closest city -Name some other counties in the UK (local to the school) and locate them on a map -Locate and name some of the main islands that surround the UK -Use maps to show the world's different climate zones -Recognise the climate of a given country according to its location on a map -Identify the position and significance of the equator, Northern and Southern Hemispheres and their link to climate zones -Identify the position and significance of latitude and how it links to climate -Locate the Arctic and Antarctic Circle and discuss its significance

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Place Knowledge	<ul style="list-style-type: none"> -Know ways in which communities respond to earthquakes -Describe and explain how and why humans have responded in different ways to their local environments 	<ul style="list-style-type: none"> -Describe and begin to explain similarities and differences between two regions studied (Egypt and England) -Describe and begin to explain how people who live in a contrasting physical area may have different lives to people in the UK 	<ul style="list-style-type: none"> -To be aware of different weather in different parts of the world -Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK -Discuss how climates have an impact on trade, land use and settlement 	<ul style="list-style-type: none"> -Know the difference between the British Isles, Great Britain and the UK -Describe and explain the similarities and differences between different climate zones
Human and Physical Geography	<ul style="list-style-type: none"> -Describe how volcanoes and earthquakes have had an impact on the surrounding landscape and communities -Know different types of volcanoes and how they are formed -Describe why earthquakes and volcanoes occur -Know the positive and negative effects of living near a volcano -Know the negative effects an earthquake can have on a community 	<ul style="list-style-type: none"> -Describe and understand key features of a river -Describe and explain how rivers have an impact upon the surrounding landscape and communities -Describe how humans use water in a variety of ways -Know an urban place is somewhere near a town or city -Know a rural place is somewhere near the countryside 	<ul style="list-style-type: none"> -Explain how the water cycle works -Describe how humans use water in a variety of ways -Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife -Describe how a locality has changed over time, giving examples of both physical and human features -Explain why a settlement and community has grown in a particular location -Explain how some places are similar and others are different in relation to their human and physical features 	<ul style="list-style-type: none"> -Know that climate zones are areas of the world with similar climates -Describe and understand the key aspects of the main climate zones -Understand some of the causes of climate change -Explain how some places are similar and others are different in relation to their climate -Accurately measure and collect information (e.g. rainfall and temperature)

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			-Describe and explain the threats to the rainforest both on a local and global scale	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> -Use maps (including digital) and atlases to recognise and describe physical and human features -Find countries and features in an atlas by using contents and index -Use correct Geographical words to describe a place and the things that happen there -Find answers to geographical questions through data collection 	<ul style="list-style-type: none"> -Use the compass points and plot NSEW on a map -Begin to use 4 figure grid references to locate features on a map -Begin to use some basic OS symbols and keys on a map to name and recognise key physical and human features -Use correct Geographical words to describe a place and the things that happen there -Make and use a simple route map 	<ul style="list-style-type: none"> -Use maps, atlases and globes to locate countries and describe features studied -Use graphs and digital technologies to measure and record the human and physical features in the local area -To devise map symbols for a journey -Describe the key features of a journey from London to the Ecuadorian Rainforest -Understand the characteristics, scale and uses of selected rainforest plants -Make observations – including through the use of fieldwork techniques – to investigate the natural features of the Ecuadorian rainforest -Use virtual and local fieldwork data to compare the features of the forest floor with data captured in our school area 	<ul style="list-style-type: none"> -Use maps, atlases and globes to locate countries and describe features studied -Use Virtual fieldwork activities to understand how humans have adapted to the climate (e.g. Antarctica) -Make a plan for how to collect data to answer an enquiry-based question, with the support of the teacher

National Curriculum	Knowledge and skills			
	Year 5	Year 5	Year 6	Year 6
	Club Mediterranean	Mountains	North America	Rivers and Coasts
Locational Knowledge	<ul style="list-style-type: none"> -Name and locate some European countries using maps -Name and locate the capital cities of the countries studied -Know the location of key physical features in countries studied -Know that climate zones are areas of the world with similar climates -Identify the position and significance of latitude and longitude and their effect on the world's time zones -Know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones -Name the two largest seas around Europe 	<ul style="list-style-type: none"> -Locate the world's significant mountain ranges on a map and identify any patterns. -Know the names of some of the world's most significant mountain ranges -Know that mountains and volcanoes largely occur at plate boundaries 	<ul style="list-style-type: none"> -Locate and name major cities in the countries studied -Locate the key human and physical features in countries studied -Use maps to show the distribution of the world's biomes and vegetation belts -Use longitude and latitude when referencing location in an atlas or on a globe -Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explain its significance 	<ul style="list-style-type: none"> -Confidently name the 12 geographical regions of the UK, including land use patterns -Know the names of many counties in the UK -Know the name of many cities in the UK -Understand how land use in the UK has changed over time, giving examples of both physical and human features -Name and locate famous rivers on a map including those in the UK

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<p>Place Knowledge</p>	<ul style="list-style-type: none"> -Locate the Mediterranean on a map and explain why it is a popular holiday destination -Plan a journey to a place in another part of the world, taking account of distance and time -Describe the key features of a journey from Inkberrow to a Mediterranean - Devise map symbols for a journey 	<ul style="list-style-type: none"> -Locate and name some of the world’s significant mountain ranges on a map -Locate and name some of the countries that have significant mountain ranges on a map -Know why tourists visit mountain regions -Explain how and why humans have responded in different ways to their local environments -Know some similarities and differences between the UK and a European mountain region 	<ul style="list-style-type: none"> -Describe and explain the similarities and differences between two regions studied -Explain how and why humans have responded in different ways to their local environments in two contrasting regions -Compare the climate studied in a region of the UK with that of a region of North America and discuss how both climates have an impact on trade, land use and settlement 	<ul style="list-style-type: none"> -Explain what a place might be like in the future, taking account of issues impacting on human features -Explain how a location fits into its wider geographical location; with reference to human and economical features -Explain how a locality has changed over time with reference to human features -Suggest different ways that a locality could be changed and improved
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> -Explain how the lives of people living in the Mediterranean would be different from their own -Know that climates can influence the foods able to grow -Describe human features in a locality and explain why a locality has these features 	<ul style="list-style-type: none"> -Describe and explain how physical features such as mountains are formed -Describe and explain how physical features such as mountains have had an impact on the surrounding landscape and communities -Know the different types of mountains and how they are formed 	<ul style="list-style-type: none"> -Know that biomes are areas of the world with similar climates, vegetation and animals -Describe and understand the key aspects of the six main biomes -Name and describe some of the world’s vegetation belts -Give examples of alternative viewpoints and solutions regarding an environmental issue and explain its links to climate change 	<ul style="list-style-type: none"> -Describe and understand key aspects of physical geography including rivers and coasts -Explain why water is such a valuable commodity and how its availability varies across the world -Explain why people are attracted to live by rivers and coasts and explain why many cities of the world are situated by rivers/coasts -Know that natural resources can be used to make energy

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			-Describe and understand economic activity, including trade links	-Report on ways in which humans have both improved and damaged the environment -Know the threats to oceans and corals
Geographical Skills and Fieldwork	-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Begin to find possible answers to their own geographical questions -Collect information about a place and use it in a report	-Begin to use 4 and 6 figure grid references to locate features on an OS map -Give instructions using the 8 points of a compass -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? -Use the scale bar on a map to estimate distances -Use the key on an OS map to name and recognise key physical and human features in regions studied -Use maps to talk about contours and slopes -Draw conclusions about an enquiry using findings from fieldwork to support your reasoning	-Use atlases, maps, globes and digital mapping to describe and explain physical and human features in the countries studied -Find possible answers to their own geographical questions -Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question -Identify, analyse and ask questions about distribution and relationships between features using maps (e.g. settlement distribution)	-Accurately use 6 figure grid references to locate features on a map in the regions studied -Confidently give instructions using the 8 points of the compass -Use the scale bar on a map to calculate distances -Use symbols and keys (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies -Design and conduct interviews/questionnaires to collect qualitative data