

WHOLE SCHOOL GEOGRAPHY PROGRESSION



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Locate land and water on a map. Understand that they live in England.	Locate England on a map.	Name and locate the worlds continents and oceans. Name and locate the four countries that make up the UK. Using a map, locate the world's seven continents and five oceans. Make observations of a small local area (Great Missenden), discussing likes and dislikes.	Identify characteristics of the four countries that make up the UK. Identify the capital cities of the four countries that make up the UK. Understand how one area can be linked to another area. E.g. roads, trains, planes.	Identify where countries are within the UK and the key topographical features within them e.g. hills, mountains, coasts and rivers. Name and locate cities within the UK.	Begin to recognise continents by their shape. Understand where countries are located within South America. Recognise that people have different qualities of live depending on where they live – focusing on the tribes of the Amazon. Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn. Children should also pinpoint where rainforests sit within the tropics.	Identify countries and continents by their shape. I can locate the world's countries and explain how the continents used to be connected as one in the form of Pangea. Find the world's different tectonic plates and fault lines, paying particular attention to North America. Identify the physical characteristics and key topographical features of the countries in North America. Discuss and explain how land changes form, as does the way we use it, over time.	Explain where countries of the world are in relation to one another. Name and locate major cities of countries Year 6 are learning about. E.g. Dhaka, Stockholm. Explore the key topographical features (hills, mountains, delta) and land use patterns of an are in Asia. Discuss how land use and topographical features have shaped the way people live and thrive.

Place Knowledge	Visit and make observations of local area (Great Missenden). Notice and discuss different ways to travel within the local area. Identify how they get around their local area.	Know what is in the local area. Name five places in local area and locate them on a map. Compare and contrast different parks in local area. Notice and comment on changes in environment (i.e. when road works appear).	Describe and compare familiar places to our local community. Make links with Great Missenden and the villages and towns where the children live. Discuss changes that are happening in the local environment e.g. HS2 and building works at school.	Describe and compare India to our local area – Great Missenden Study aerial photographs and plans to recognise places and landmarks Select information from resources to identify questions and respond to questions about places.	Offer explanations for the location of human and physical features in different localities. Develop an understanding of, and explain how places relate to each other. In particular, explaining how rivers were used as a transport communication link man years ago.	Understand and explain geographical similarities and through a study of human and physical geography of a region within South America and a region of the UK. Describe how people can both improve and damage the environment. Ask and respond to questions about places and the environment making comparisons.	Share opinions on similarities and differences through a study of two volcano case studies. Analyse the development of disaster zones over time. Compare the human and physical features of a region of the UK and region of North America, identifying similarities and differences.	Understand geographical similarities and differences through a study of human and physical geography of two regions by comparing them – UK and Bangladesh. Discuss how people can both improve and damage the environment, suggesting inventions and ways to curb climate change.
Human and Physical Geography	Explore and observe local hills, river and buildings using five senses. Notice and comment on changes in the season	Identify and discuss hills, rivers and buildings in the local area. Identify changes in the seasons.	Recognise, describe and observe the human and physical features of Great Missenden, making simple comparisons to well known areas of the UK.	Recognise, describe and observe the human and physical features of India and making considered comparisons to Great Missenden.	Use geographical understanding to explain the water cycle. Recognise and describe the physical features of a river.	Describe key aspects of human geography: types of settlement and land use and the distribution of natural resources. Describe and understand key aspects of biomes and vegetation belts,	Describe and understand the key aspects of physical geography: volcanoes and earthquakes. Describe and understand the key aspects of	Describe and understand the key aspects of physical geography, including: climate zones, specifically linked to global warming

			Describe seasonal weather changes. Identify which weather we would associate with which season.	Describe the seasonal weather changes and how different parts of the world experience different climates. Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Express views on attractive and unattractive features of the environment of a locality.	Identify and explain different views of climate change and children can make their own conclusions Describe how a range of physical and human processes change the environment Recognise what we can to do improve our environment. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office	looking into the animals and vegetation in rainforests. Express views on the right and wrong decisions that occur in protected biomes and vegetation belts.	human geography including: types of settlement Analyse and discuss the pros and cons of natural disasters Discuss the physical changes that are a result of natural disasters Describe how a range of physical processes that change and shape the environment.	Describe and understand the key aspects of human geography including: economic activity and trade links and the distribution of natural resources (palm oil in particular) including energy, specifically relating to wind energy. Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage these to improve the environment.
Geography Skills and Fieldwork	Create and follow instructions using a simple map in forest school. Explore school grounds using observations to	Create and follow instructions using a simple map around school grounds and to local church.	Ask simple geographical questions. E.g. What is it like to live in this place? Use observation skills to study the	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	Ask and respond to geographical questions, e.g. Describe the landscape. How is it changing? What	On a map, measure straight line distances using the appropriate scale.	Compare aerial photographs of mountains and volcanoes to large scale maps. Use maps and atlases to locate	Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.

	draw own simple map Create own 'small world' using blocks and pictures of local area.		geography of the school and its surrounding area. Study a map and begin to learn how to follow one. Use locational language to describe the location of features. E.g. next to, near to, left of...	continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language. 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	do you think it might be like if...? Recognise that different people hold different views about an issue and begin to understand some of the reasons why. Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features. Use four figure grid references. Use maps and atlases to locate countries in the world. In particular low-lying countries and identify physical features which cause flooding Use an atlas to locate countries with high CO2 emissions.	Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. Explore OS maps using 6 figure grid references. Create our own maps with more complex keys. Plan the steps and strategies for an enquiry.	countries and identify their physical features. Use eight points of a compass. Explore OS maps using 6 figure grid references and use four-figure grid references to locate. Understand and use contour lines on a map to describe the topography of the location.	Use the eight points of a compass, six figure grid references, symbols and keys (including the of OS maps) to build knowledge of the wider world. Use sketching, maps and graphs to show understanding of physical and human geography features. Understand and use a widening range of geographical terms e.g. urban, rural, sustainability, trade links, carbon footprint, activist, renewable energy. Look for patterns within maps.
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