



## Geography Progression Grid



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 &amp; 2</b>  <b>Cycle A</b>	Fire and fireworks	Compare London & Madagascar	Medical Heroes	People & their communities	My family history	Investigating India
<b>Year 1 &amp; 2</b>  <b>Cycle B</b>	Warwick Castle	Countries, cities & seas of the UK	Queen Victoria	Local Area	Travel & transport	Continents, Oceans and weather of the world
<b>Year 3 &amp; 4</b>  <b>Cycle A</b>	Stone Age	Local Area	Ancient Greece	Eastern Europe	Maya Civilization	Compare UK to South America
<b>Year 3 &amp; 4</b>  <b>Cycle B</b>	Ancient Egypt	Our World	Anglo Saxons & Vikings	The UK	The Roman Empire	Natural Disasters
<b>Year 5 &amp; 6</b>  <b>Cycle A</b>	WW2	Mountains of world	Tudors (Ancient Greece 2023)	Rivers and coasts	How life has changed during the reign of Queen Elizabeth I	Biomes and climate change
<b>Year 5 &amp; 6</b>  <b>Cycle B</b>	WW1 (Maya for Y6 2023)	Sustainability	Victorians	Local Area	Powerful Activists	Trade Links

<b>Locational Knowledge</b>  <b>GO1</b>	Year 1	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities</li> <li>• Name and locate the world’s seven continents and five oceans</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Locate the United Kingdom within Europe</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities including London and three others that include a coastline, a river and hills</li> <li>• Identify and compare land use patterns within identified cities</li> <li>• Understand how land use has changed over time and the impact of this</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Locate a range of countries and Capital cities in Europe and North and South America, Asia and Africa, using a range of geographical sources such as a map, atlas and globe</li> <li>• Identifying the physical and human characteristics of countries identified</li> <li>• Identify and locate the six different climate regions on a world map</li> <li>• Identify the position and significance of Arctic and Antarctic Circle</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Identify the position and significance of latitude and longitude on time zones around the world</li> <li>• Identify the position and significance of the equator on South America</li> <li>• Identify the position and significance of Northern and Southern Hemisphere on human geography</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristic and how these aspects have changed over time</li> <li>• Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn</li> </ul>
<b>Place Knowledge</b>  <b>GO2</b>	Year 1	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the local area and another area in the United Kingdom</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and a contrasting Non-European country</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries from Europe, Asia, Africa and North/South America</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries from Europe, Asia, Africa and North/South America</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries in or beyond Europe and North/South America.</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through locational comparative study.</li> </ul>

<b>Human and Physical Geography</b>  <b>GO3</b>	Year 1	<ul style="list-style-type: none"> <li>• Identify and observe seasonal changes and daily weather patterns in the United Kingdom</li> <li>• Identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, park, season and weather</li> <li>• Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour, playground, school and shop</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Record and compare seasonal changes and daily weather patterns in the United Kingdom</li> <li>• Identify and understand the significance of the equator on the world climate, including North and South Pole</li> <li>• Compare and contrast key physical and human features of two contrasting areas</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of rivers, including formation, features of a river, impact on human geography and sustainability</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga</li> <li>• Consider how physical geography impacts on land use, trade links, economic activity and types of settlement</li> <li>• Describe and understand key features of natural disasters</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of the water cycle and the impact on human geography through distribution of natural resources and natural disasters</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• In depth locational study to understand the significance of the human activity on physical geography</li> <li>• Consider the probable future and possible future if things remain unchanged</li> <li>• Create potential solutions for a preferred future</li> <li>• Identify how physical geography impacts on the distribution of other natural resources such as oil, coal, food and minerals</li> </ul>
<b>Geographical Skills and Fieldwork</b>  <b>GO4</b>	Year 1	<ul style="list-style-type: none"> <li>• Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map</li> <li>• Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks</li> <li>• Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map.</li> <li>• Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks.</li> <li>• Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world</li> <li>• Use maps, atlases and globes to locate countries and features studied</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Use four figure grid references to describe the locational knowledge of the United Kingdom and the wider world</li> <li>• Use maps, atlases and globes to locate countries and describe features studied</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Use six figure grid references to build locational knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs</li> <li>• Use maps, atlases and globes to locate countries and describe and compare features studied</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies.</li> <li>• Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied</li> </ul>
<b>Geographical Enquiry</b>  <b>GO5</b>	Year 1	<ul style="list-style-type: none"> <li>• Explain where they live and describe some of the physical features</li> <li>• Identify what they like and don't like about their locality and give reasons why</li> <li>• Answer some questions using different geographical resources</li> <li>• Ask relevant geographical questions using a range of sources provided</li> <li>• Show empathy towards a geographical event or issue and explain the impact on people or place</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Label a diagram or photograph using some geographical vocabulary</li> <li>• Describe a locality</li> </ul>

		<ul style="list-style-type: none"> <li>• Identify key features of a locality by using a map</li> <li>• Use a range of geographical evidence to make predictions</li> <li>• Make comparisons between people and places and explain their reasons</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Select geographical vocabulary independently to describe and compare localities</li> <li>• Identify that localities may have similar and different characteristics</li> <li>• Use and compare two maps explaining the purpose of each</li> <li>• Make geographical inferences through a variety of geographical sources</li> <li>• Make links using prior knowledge and ask and answer geographical questions</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Explain how a locality has changed over time with reference to physical features and human features</li> <li>• Suggest different ways that a locality could be changed and improved</li> <li>• Identify different views around a geographical issue and state their own view</li> <li>• Research and collect information about people and places and present it? e.g. a report, a poster, a brochure</li> <li>• Ask questions, analyse a range of evidence and explain their findings based on a geographical source</li> <li>• Identify geographical patterns and make connections</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Identify the links between human and physical geography</li> <li>• Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features</li> <li>• Explain views in relation to environmental change and geographical issues and compare these with the views of others</li> <li>• Pose a geographical hypothesis using various sources to draw a conclusion</li> <li>• Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises</li> <li>• Evaluate geographical information/ sources and draw appropriate conclusions</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Explain the links between human and physical geographical processes and how these may affect the future</li> <li>• Explain a range of geographical processes and the effects on people and places</li> <li>• Make careful measurements (eg: rainfall, population, temperature, sea level) and input them into the appropriate form (eg: table, tally, graph)</li> <li>• Present their research through self- selected representations? E.g reports, leaflets, drama, art, multimedia</li> <li>• Collect statistics about people and places from field work or research and analyse data looking for trends</li> <li>• Interpret other people's arguments for change, analysing and evaluating their viewpoints</li> </ul>

