Geography Curriculum Progression

KS1 National Curriculum	KS2 National Curriculum
Pupils should be taught to: 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: **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],	**Pupils should be taught to:** 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: **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

to describe the location of features and routes on a map ♣ 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.	**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 **Geography** ♣ 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.

PROGRESSION IN GEOGRAPHY

Year	GRAPHICACY SKILLS	FIELDWORK & PRACTICAL SKILLS	ACADEMIC SKILLS	VOCABULARY
1	**Keys & symbols:** Use basic symbols in a key. **Read maps:** Follow a simple map (eg buildings, roads, fields, or use one for a treasure hunt in the school grounds). **Draw maps / plans:** Trace around simple map shapes to reproduce symbols. **Digital maps:** With support, do a simple location or post-code search online. Charts and graphs (from Maths National Curriculum) Tallies and simple tables (from Maths National Curriculum) **Use images:**	**Use a compass:** Use North, South, East, West for simple navigation eg in a rectilinear maze in the playground. Describe position, direction and movement (from Maths National Curriculum). **Observe/measure:** Begin to use first-hand observation using senses (eg qualitative comments, or measurements in nonstandard units). Measure to nearest 10cm, eg with metre stick painted in 5cm blocks. **Locate:** Use simple locational language to describe (eg near/far, North, South, East, West).	**Ask questions:** Ask and answer simple questions about what they have seen or heard. Show some understanding of the ways we can find out about the world (eg books, museums, atlases, photographs (from History National Curriculum). **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:	**For Skills & Fieldwork:** Map, compass, compass point, direction North, South, East, West near, far, up, down, far, further, high(er), underneath, centre, (quarter/half) turn, (anti-)clockwise, position, (from Maths National Curriculum) see, sight, smell, hear, etc. (from Science National Curriculum) **For Location Knowledge:** Continents: Europe, Africa, Asia, North & South America, Antarctica, Australia. Oceans: Pacific, Atlantic, Indian, Arctic, Antarctic (Southern). Capitals: England (London), Scotland (Edinburgh), Wales Cardiff), Northern Ireland (Belfast). **For Place Knowledge:** area, same, different, point **For Human Geography:**

	Explain the difference between image types eg photo, drawing. Use photographs (including aerial photos) to recognise basic features (eg school on satellite view).	**Record:** Make simple recordings eg lists, tallies and simple tables where the template is given	- for isolated datasets - in longer and coherently-structured pieces of work	city, town, village, factory, farm, house, shop, weekend, journey, abroad, capital, country **For Physical Geography:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season, summer, autumn, winter, spring (from Maths National Curriculum) weather, hot, cold, desert, rain, gauge, wind sock, wind vane Other relevant content from Maths National Curriculum: equal to, more/less than, larger, smaller, most, least, half, whole, share, group, above, below, underneath, centre, journey, guess, nearly, roughly, close to, old(er) new(er)
2	**Keys & symbols:** Use basic symbols in a key. Use and construct basic symbols in a key. Recognise & identify basic OS symbols. **Read maps:** Use simple grid references to locate squares on a map (eg A1, D7). **Draw maps / plans:** Devise a simple map (eg sketch map of places in stories, school grounds). **Digital maps:** Use digital technologies: zoom in/out on a map Begin to highlight and annotate digital maps. Charts and graphs (from Maths	**Use a compass:** Use North, South, East, West to describe locations and routes on a map. Connect idea of turns to right angles (from Maths National Curriculum). **Observe/measure:** Use first-hand observations (eg qualitative comments & starting to measure in standard units). Measure to nearest cm and gram. Use litres for volume and °C for temperature. Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum). **Locate:**	**Ask questions:** Show curiosity by voluntarily asking questions about what they have seen, heard or read. Discern relevance Start to make selections, eg from or within sources of information. Use sources (from History National Curriculum) Identify ways that geography is presented and represented (eg fiction, images, maps) (from History National Curriculum). **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts,	**For Skills & Fieldwork:** atlas, key, symbol, scale, environment, surroundings, left, right, beyond, contains, further, furthest, higher, lower, route, map, plan, mass, weight, capacity, volume, set square (from Maths National Curriculum) **For Location Knowledge:** Alternatives (continents): Australasia, Oceania, Sahul, Zealandia, Eurasia, Afro-Eurasia Oceans: North & South Atlantic Capitals: Irish Republic/Eire (Dublin) English Channel, North Sea, Irish Sea, Celtic Sea **For Place Knowledge:** similarity, difference **For Human Geography:** office, port, harbour, estuary, bay, channel material, artificial, natural (from Science

	National Curriculum) Pictograms, tally charts, block diagrams, simple tables (from Maths National Curriculum) **Use images:** Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features	Use simple locational language (eg secure use of left/ right from own perspective). **Record:** Make more sophisticated recordings, eg frequency tables.	maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.	National Curriculum). **For Physical Geography:** vegetation, seasonal, daily (weekly, monthly, etc), fortnight, January, February (etc) island, peninsula, poles, equator, temperature, thermometer habitat, life cycle, food chain, food web (from Science National Curriculum). Other relevant content from Maths National Curriculum compare, order, value, rank, represents, stands for, exact(ly), round, nearest, fractions, symbol, calculate, measuring, scale
3	**Keys & symbols:** Use keys to build knowledge/research. Start to understand complex keys eg size of symbol for quantity. Start to understand contour lines. **Read maps:** Use maps [atlases, and globes] to locate and to start to describe features. Use 4 figure grid references to build knowledge (i.e.research) Work out simple distances from a map (eg aerial, distance, or along a straight road). **Draw maps / plans:** Create a sketch map - eg of a short route, or a building plan with simple symbols. Start to draw to scale (positive integer scaling and simple	**Use a compass:** Start to use eight points of a compass - and link to magnets and poles (Science) Start to use idea of degrees to measure turns (from Maths National Curriculum). **Observe/measure:** Start to evaluate own observations, and compare them with others'. Start to estimate length and distance. Measure to nearest mm, nearest 10ml, and 45° for angle. Convert between units, eg m to cm (from Maths National Curriculum). Start to understand the concept of area (from Maths National Curriculum). Use scales in ones, twos, fives and tens where numbers may be missing. (from Maths National Curriculum).	**Ask questions:** Start to frame questions and answers in geographically valid ways (eg about change/difference). Discern relevance Select information according to relevance (i.e. spot the 'main' landmarks). Use sources (from History National Curriculum) Explain the difference between primary and secondary data (from History National Curriculum). Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs (from History National Curriculum). **Present information:**	**For Skills & Fieldwork:** atlas, globe, grid, reference North-East, South-East, South-West, North-West area (square miles, etc), contour, population parallel, coordinates, easting, northing, degrees, acute & obtuse angle (from Maths National Curriculum) **For Location Knowledge:** Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West Orkney, Shetland, Hebrides, archipelago authority, council, government, borough, district, administration, municipality Arctic Circle, Antarctic Circle, tropics/tropical, hemisphere (from Maths National Curriculum) **For Place Knowledge:** region, case study, contrast, compare

	correspondence - from Maths National Curriculum) **Digital maps:** Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text/labels. Charts and graphs (from Maths National Curriculum) Bar charts (eg not blocks); use more complex tables (from Maths National Curriculum). **Use images:** Understand and explain the reliability / purpose of different picture types (include historical silhouettes & lithographs – link to Science 'light' topic).	**Locate:** Secure use of left and right from any perspective (eg with an upside-down map). **Record:** Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. Use sketch maps, tables, jotted diagrams, subdivided lists, etc.	Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work	**For Human Geography:** settlement, locality, community, culture, energy, renewable, minerals, function, (inter)national, canal, waterway amount, worth, expensive (from Maths National Curriculum) million, billion (i.e. for population but not in much detail yet; million is Y5 Maths NC, billion not at all) **For Physical Geography:** rivers, mountains, natural resources, characteristic, climate zones, vegetation belts (forest, grassland, tundra, desert, ice sheet), climate, soil, tropical, temperate, igneous, metamorphic, sedimentary, pressure, heat, crystals, fossil, organic (from Science National Curriculum) Other relevant content from Maths National Curriculum corresponding, equivalent, positive, negative, round up/ down, approximate(ly), estimate, remainder, data(base), row, column, cell (from Maths National Curriculum)
4	**Keys & symbols:** Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. Understand contour lines. **Read maps:** Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references. Use a scale to reasonably	**Use a compass:** Confidently use the eight points of a compass. Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum). **Observe/measure:** Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate mass, capacity and angle.	**Ask questions:** Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference). Discern relevance Note connections, contrasts and trends and use these to order by relevance. Use sources (from History National Curriculum) Recognise that geographical 'facts' can vary depending	**For Skills & Fieldwork:** sort, classify, property From Maths National Curriculum: base, spherical, cylindrical (and other 3D shapes for FW description) concave, convex, symmetrical, reflect, construct, sketch, protractor, translation, rotation, survey, questionnaire, interpret. **For Location Knowledge:** time zone, federation, union, autonomy, sovereign, state, province

	estimate distances (eg along roads/waterways). Start to explain ideas using a thematic map for reference. **Draw maps / plans:** Draw a map or plan from a description. Create a scale-bar Draw cross-sections (harder integer correspondence, from Maths National Curriculum) **Digital maps:** Accurately measure distance, including non-linear distances Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (eg select, 'screen grab'& paste into .pub/.ppt/.doc) Charts and graphs (from Maths National Curriculum) Time graphs 'and other graphs' (from Maths National Curriculum) Use discrete and continuous data (from Maths National Curriculum) **Use images:** Compare the context & purpose (reliability) of different photographs. Use digital technologies to alter photos/images	Start to understand inches & miles, stone & pounds, Fahrenheit. Understand the concept of area (from Maths National Curriculum). Use more complex scales where some numbers may be missing (from Maths National Curriculum). **Locate:** n/a **Record:** Take quantitative and qualitative notes about observations. Start to include continuous data. Make simple calculations while in the field	on the source, and begin to suggest reasons for this. **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work	Name and locate European countries and capitals Name and locate Russia, Moscow, St Petersburg Name and locate (with their capitals): Canada, USA (also New York, San Francisco, LA) Mexico, Brazil, Argentina, Panama Identify location of China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa **For Place Knowledge:** trend **For Human Geography:** economic activity, trade links, land use, finance retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics, contiguous From Science National Curriculum: impact, settlement, waste, sewage, pollution, sound pollution **For Physical Geography:** volcano, earthquake, epicentre, zenith, focus, tectonic, biome, vegetation, region, dominant, environmental, anemometer, barometer From Science National Curriculum: water cycle, precipitation, evaporation, condensation Other relevant content from Maths National Curriculum - negative numbers, increase, decrease, factor, plot, quadrant, origin

5	**Keys & symbols:** Start to create complex keys using mathematical concepts eg size of symbol for quantity. **Read maps:** Use maps and atlases, globes and digital/computer mapping to locate and describe features. Use 6 figure grid references to build knowledge. Relate differently-scaled maps to each other. Explain ideas using a thematic map for reference. **Draw maps / plans:** Start to draw thematic maps. Create a map from Fieldwork measurements. Scale by simple fractions (from Maths National Curriculum). **Digital maps:** Use linear and area measuring tools. Start to use digital maps (and selections from them) at different scales, to illustrate a point. Charts and graphs Complete and interpret tables, including timetables (from Maths National Curriculum) Calculate the mode and range. **Use images:** Use digital technologies to alter photos/images and explain the impact (eg reliability).	**Use a compass:** Convert between eight compass points and azimuth bearings (all 360°) Draw angles up to 360° (from Maths National Curriculum). **Observe/measure:** Estimate length, distance, mass, capacity, angle; start to estimate temperature and area. Measure angle to the nearest degree. Use approximate equivalences between metric and imperial (from Maths National Curriculum). Calculate area, start to understand volume (from Maths National Curriculum). **Locate:** n/a **Record:** Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts.	**Ask questions:** Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective). Discern relevance Explain the usefulness, reliability and relevance of information. Use sources (from History National Curriculum) Begin to explain how Geographical 'facts' are often interpreted to support opinions (from History National Curriculum). **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work	**For Skills & Fieldwork:** diagonal protractor, reflex angle, rotation symmetry (from Maths National Curriculum) **For Location Knowledge**: latitude, longitude, equator, North & South hemisphere, Tropics of Cancer & Capricorn, Prime/Greenwich Meridian. Name and locate remaining countries and capitals of the Americas. Identify countries and cities on other continents that are of interest to children eg Bangladesh Indonesia Malaysia, Singapore, New Zealand, Madagascar. **For Place Knowledge:** erosion **For Human Geography:** Distribution (of natural resources etc). arrive, depart, statistics, timetable, line graph, bar, line chart, mode, range, maximum, minimum, outcome (from Maths National Curriculum). million (from Maths National Curriculum - so that pupils understand more than in Year 3). **For Physical Geography** (from Science National Curriculum): topography, erosion, stock, stack, column, cave, cliff, wave, force, friction, gravity (from Science National Curriculum). Other relevant content from Maths National Curriculum -percentage, prime, cancel (out), imperial (unit), inch, pound, pint (etc) average, mode, range

6	**Keys & symbols:** Create complex keys. **Read maps:** Explain how types of map give different perspectives / show prejudice (eg the Peters Projection). Confidently use distribution/thematic maps to illustrate an idea or discussion. **Draw maps / plans:** Design and draw distribution/thematic maps. **Digital maps:** Use linear and area measuring tools accurately. Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub,.doc). Charts and graphs Read, interpret and use pie charts and line graphs. Calculate the mean. **Use images:** Carefully select images for a purpose (eg as evidence, or to show reliability).	**Use a compass:** Show awareness of the 16-point compass rose, and compass quadrant bearings. **Observe/measure:** Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. Fluency with converting units, including between metric and imperial from Maths National Curriculum). Calculate area, start to understand volume (from Maths National Curriculum). **Locate:** n/a **Record:** Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs. Make calculations in the field eg mean averages.	**Ask questions:** Regularly ask and answer perceptive questions in geographically valid ways. Discern relevance Thoughtfully organise information by relevance, and politely critique others. Use sources (from History National Curriculum) Start to understand the idea of 'tertiary' sources data. Explain and critique the way geographical 'facts' are used and interpreted to support opinions. **Present information:** Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work	**For Skills & Fieldwork:** NNE ENE ESE etc (16 point compass rose isn't official at primary). radius, diameter, circumference, concentric, arc, intersecting, plane, cross-section (for Fieldwork - descriptions, from Maths National Curriculum). **For Location Knowledge**: Name and locate countries/cities on other continents that might be / have been in the news: Afghanistan, Iran, Iraq, Saudi Arabia, Yemen, North & South Korea, Hong Kong, Zimbabwe, Sudan. **For Place Knowledge:** n/a **For Human Geography:** Economy, zone/sphere of influence, demographic, recurring, quantities, scale, proportion, ratio (from Maths National Curriculum). **For Physical Geography** (from Science National Curriculum) - adaptation, evolution, survival of the fittest Other relevant content from Maths National Curriculum – appropriate, accuracy, determine, mean, common factor, common denominator, four quadrants