

<b>Geography Progression</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Locational Knowledge</b>	<p>Pupils can name and locate two of the seven continents of the world</p> <p>Pupils can name and locate one of the five oceans of the world</p> <p>Pupils can name and locate two of the four countries of the United Kingdom</p> <p>Pupils can name one of the four capital cities of the United Kingdom</p>	<p>Pupils can name and locate five of the seven continents of the world</p> <p>Pupils can name and locate four of the five oceans of the world</p> <p>Pupils can name and locate the four countries of the United Kingdom</p> <p>Pupils can name the four capital cities of the United Kingdom</p>	<p>Pupils are becoming more confident locating countries in Europe, North and South America on a map</p> <p>Pupils are becoming more confident locating cities of the United Kingdom</p> <p>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p>	<p>Pupils can locate countries in Europe, North and South America on a map</p> <p>Pupils can locate cities of the United Kingdom</p> <p>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance</p>	<p>Pupils are becoming more accurate in locating countries of the world on a map</p> <p>Pupils are becoming more accurate in locating counties and cities of the United Kingdom</p> <p>Pupils can identify at least 5 for 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</p> <p>Pupils are beginning to identify aspects of the physical and human geography that have changed over time</p>	<p>Pupils can, with increasing accuracy, locate countries of the world on a map</p> <p>Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom</p> <p>Pupils can, for the majority, 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</p> <p>Pupils can identify how aspects of the physical and human geography have changed over time</p>
<b>Place Knowledge</b>	<p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography</p>
<b>Human &amp; Physical Geography</b>	<p>Pupils are beginning to identify seasonal patterns</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to human features</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to physical features</p>	<p>Pupils can identify seasonal patterns and are beginning to identify daily weather patterns</p> <p>Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Pupils can use a range of basic geographical vocabulary to refer to human features</p> <p>Pupils can use a range of basic geographical vocabulary to refer to physical features</p>	<p>Pupils are beginning to describe some aspects of physical geography</p> <p>Pupils are beginning to describe some aspects of human geography</p>	<p>Pupils can describe aspects of physical geography</p> <p>Pupils can describe aspects of human geography</p>	<p>Pupils can describe and understand some key aspects of physical geography</p> <p>Pupils can describe and understand some key aspects of human geography</p>	<p>Pupils can describe and understand a range of key aspects of physical geography</p> <p>Pupils can describe and understand a range of key aspects of human geography</p>

<p><b>Geographical Skills &amp; Fieldwork</b></p>	<p>Pupils are beginning to use maps, atlases and globes to identify studied regions  Pupils can use north and south accurately or east and west accurately  Pupils are beginning to recognise landmarks  Pupils are beginning to devise a simple map</p>	<p>Pupils can use maps, atlases and globes with increasing confidence to identify studied regions  Pupils can use simple compass directions  Pupils can recognise landmarks  Pupils can devise a simple map and are beginning to include a key</p>	<p>Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these  Pupils are becoming increasingly accurate with symbols and key  Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied  Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)  Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>	<p>Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied  Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)  Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies</p>	<p>Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied  Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)  Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies</p>
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