



WORLINGHAM CEVC PRIMARY SCHOOL

GEOGRAPHY SUBJECT PROGRESSION



	EYFS	KS1	LKS2	UKS2
Location Knowledge	<p>Pupils can:</p> <ul style="list-style-type: none"> State what a map is and why they are used. Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 	<p>Year 1 Pupils can:</p> <ul style="list-style-type: none"> Name and identify characteristics a of the four countries and capital cities of the United Kingdom and surrounding areas. Name and locate the world's 7 continents and 5 oceans. <p>Year 2 Pupils can:</p> <ul style="list-style-type: none"> Name and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding areas. Name and locate the world's 7 continents and 5 oceans. Use maps, atlases and a globe to locate the United Kingdom and its countries. 	<p>Year 3 Pupils can:</p> <ul style="list-style-type: none"> Locate and name the countries making up the United Kingdom with their capital cities. Describe how the locality of the school has changed over time. Name and locate the Equator, Arctic and Antarctic Circle. Use world maps, atlases and globes to name and locate the countries of Europe and identify their main physical and human characteristics. <p>Year 4 Pupils can:</p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Ask and answer geographical questions about the physical and human characteristics of a location. Use world maps, atlases and globes and digital/computer mapping to name and locate the countries of Europe, and identify their main physical and human characteristics. Give reasons why some features are as they are and ask "what might this place be like in the future?" 	<p>Year 5 Pupils can:</p> <ul style="list-style-type: none"> Name, locate and map geographical/environmental regions of the United Kingdom. Name and locate world countries and identify some human and physical characteristics using maps. Use a range of resources to describe and identify a locations key physical and human features and understand how some of these aspects have changed over time. Describe how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. <p>Year 6 Pupils can:</p> <ul style="list-style-type: none"> Name, locate and map the counties and cities of the United Kingdom. Use latitude longitude reference to locate a range of key locations in topics studied. Describe how locations around the world are changing and explain some of the reasons for change. Collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations.

<p>Place Knowledge</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p><u>Year 1</u> Pupils can:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of their local area and a small area in a non-European country. <p><u>Year 2</u> Pupils can:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of their local area and a small area in a non-European country. • Compare a local area with a distant place. 	<p><u>Year 3</u> Pupils can:</p> <ul style="list-style-type: none"> • Describe similarities and differences between United Kingdom regions. • Explain their own views about locations using key vocabulary linked to the topic. <p><u>Year 4</u> Pupils can:</p> <ul style="list-style-type: none"> • Explain their own views about locations and give reasons using key vocabulary linked to the topic. • Compare and contrast places where people live and give reasons for some differences. 	<p><u>Year 5</u> Pupils can:</p> <ul style="list-style-type: none"> • Describe and give some reasons for geographical similarities and differences between United Kingdom, European and North and South America regions. • Describe aspects of human geography including land use patterns and settlements. <p><u>Year 6</u> Pupils can:</p> <ul style="list-style-type: none"> • Describe and give some reasons for geographical similarities and differences between United Kingdom, European and North and South America regions. • Analyse and give views on the effectiveness of different representations of a location (e.g. aerial images compared with maps and topological maps).
<p>Human and Physical Geography</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Talk about seasonal and daily weather patterns in Suffolk and contrasting countries e.g. Africa, Australia, Arctic etc. • Understand some important processes and changes in the natural world around them, including the seasons. 	<p><u>Year 1</u> Pupils can:</p> <ul style="list-style-type: none"> • Identify daily weather patterns in the United Kingdom. • Locate and describe cold areas of the world in relation to the North and South Poles. • Begin to use basic geographical vocabulary to refer to key physical and human features. <p><u>Year 2</u> Pupils can:</p> <ul style="list-style-type: none"> • Identify daily weather patterns in the United Kingdom. • Locate and describe cold areas of the world in relation to the North and South Poles. • Expand their geographical vocabulary to refer to key physical and human features. 	<p><u>Year 3</u> Pupils can:</p> <ul style="list-style-type: none"> • Describe aspects of physical geography, including: rivers and mountains. • Use resources to identify key physical and human features of a location. <p><u>Year 4</u> Pupils can:</p> <ul style="list-style-type: none"> • Describe aspects of physical geography, including: rivers mountains, volcanoes, earthquakes and the water cycle. • Use resources to identify key physical and human features of a location. • Use a range of resources to identify key physical and human features of a location. • Summarise the impact that people have on their environment and how to manage this. 	<p><u>Year 5</u> Pupils can:</p> <ul style="list-style-type: none"> • Summarise a physical, human or environmental issue, its possible causes, and solutions either in the local area or an area studied. • Identify physical features such as the parts of a coastline and explain the processes acting on them and how humans manage them. • Collect statistics about people and places and present them in the most appropriate ways. • Describe a place in terms of how economically developed it is, including distribution of natural resources. <p><u>Year 6</u> Pupils can:</p> <ul style="list-style-type: none"> • Understand human geography relating to: population, economic activity, urbanisation and the use of natural resources. • Understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, weather and climate and rivers and coasts. • Understand how human and physical processes interact to have an impact on landscapes.

<p>Geographical Skills and Fieldwork</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • State what a map is and why they are used. • Draw information from a simple map. 	<p><u>Year 1</u> Pupils can:</p> <ul style="list-style-type: none"> • Use maps, atlases and a globe to locate the United Kingdom and its countries, as well as other regions, countries or continents studied. • Use simple fieldwork and observational skills to study the geography of our school and its grounds. • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. <p><u>Year 2</u> Pupils can:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Year 3</u> Pupils can:</p> <ul style="list-style-type: none"> • Locate, plan and plot routes on maps. • Use and devise maps and plans of localities studied that include keys and four figure grid references. • Begin to interpret thematic mapping. <p><u>Year 4</u> Pupils can:</p> <ul style="list-style-type: none"> • Enquire about a place through visiting or choosing appropriate resources. • Use fieldwork to observe and record human and physical features in the local area using a range of methods, including sketch maps, land use plans, questionnaires and graphs and digital technologies which are beginning to be annotated using appropriate geographical words. • Use a four-figure grid reference, a scale and a compass rose. • Interpret thematic mapping and aerial and satellite photographs. 	<p><u>Year 5</u> Pupils can:</p> <ul style="list-style-type: none"> • Make careful measurements of rainfall, temperature, distances, depths and record these in the most suitable way. • Map land use of a location with given criteria. (e.g. leisure, shopping, residential). • Use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and an eight-point compass rose. • Interpret Ordnance Survey maps, including using six-figure coordinates and scale. <p><u>Year 6</u> Pupils can:</p> <ul style="list-style-type: none"> • Use fieldwork to collect, analyse and draw conclusions from geographical data. • Create maps of locations identifying patterns such as: land use, climate zones etc. • Explore locations from numerous perspectives and reflect on their own beliefs.
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Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

‘Rooted and Grounded in Love’ (Ephesians 3:16)