



Geography Curriculum Progression

Year Group	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Challenging
EYFS	Describe some features of their immediate environment Be able to draw information from a simple map Recognise some environments that are different to the one in which they live Describe similarities and differences between life in this country and life in other countries Understand the effect of changing seasons on the natural world around them.				
Year 1	Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about <a locality>?	Can they tell someone their address? Can they describe <a locality> using words and pictures? Can they name key features associated with a town or village, e.g. church, farm, shop, house?	Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom?	Can they name and begin to locate cold and hot areas of the world (North/South Pole and the equator)? Can they begin to recognise and name the world's continents and 5 oceans?	Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

Year 2	Can they label a diagram or photograph using some geographical words? Can they find out about a contrasting locality like Africa by using different sources of evidence? Can they find out about Africa by asking some relevant questions to someone else? Can they say what they like and don't like about their locality and another locality like Africa?	Can they explain what makes a locality special? Can they describe a place outside Europe using geographical words? Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley'?	Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How?	Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas?	Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? Can they find the longest and shortest route using a map? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? Can they explain how the weather affects different people? Can they point out the North, South, East and West associated with maps and compass?
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Year 3	Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map?	Can they use maps and atlases appropriately by using contents and indexes? Can they use appropriate symbols to represent	Can they confidently describe human features in a locality? Can they explain why a locality has certain human features?	Can they name a number of countries in the Northern Hemisphere? Can they identify and name the hemispheres,	Can they work out how long it would take to get to a given destination taking account of the mode of transport?

	Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km?	different physical features on a map? Can they explain how the water cycle works? Can they confidently describe physical features in a locality? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?	Can they explain why a place is like it is? Can they explain how a locality has changed over time with reference to human features?	as well as the Arctic and Antarctic circles? Can they locate the Tropic of Cancer and the Tropic of Capricorn? Can they name and locate some well-known European countries? Can they name some of the world's major rivers on maps?	Can they explain why a locality has certain physical features? Can they explain how people's lives vary due to weather? Can they name the two largest seas around Europe?
Year 4	Can they carry out a survey to discover features of cities and villages? Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they plan a journey to a place in England? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?	Can they describe the main features of a well-known city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they describe how volcanoes are created? Can they describe how earthquakes are created?	Can they explain why people are attracted to live in cities? Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved? Can they describe how volcanoes have an impact on people's lives? Can they explain how the lives of people living in the Mediterranean would be different from their own?	Can they locate and name some of the world's most famous volcanoes? Do they know the difference between the British Isles, Great Britain and UK? Do they know the countries that make up the European Union? Can they locate and name some of the main islands that surround the UK? Can they name the areas of origin of the main ethnic groups in the UK & in their school? Can they name and locate many of the world's most famous mountain regions on maps?	Can they give accurate measurements between 2 given places within the UK? Can they explain how a locality has changed over time with reference to physical features? Can they explain how people are trying to manage their environment? Can they name some of the main towns and cities in Yorkshire and Lancashire?

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Year 5	Can they collect information about a place and use it in a report? Can they map land use? Can they find possible answers to their own geographical questions? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they make detailed sketches and plans; improving their accuracy later?	Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain why many cities of the world are situated by rivers? Can they explain why water is such a valuable commodity?	Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features?	Can they explain how the time zones work? Can they identify and name the Equator, Tropics of Cancer and Capricorn as well as the hemispheres? Can they locate the USA and Canada on a world map and atlas? Can they name and locate some of the Great Lakes of the USA and Canada. Can they name up to six cities in the UK and locate them on a map?	Can they work out an accurate itinerary detailing a journey to another part of the world? Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? Can they report on ways in which humans have both improved and damaged the environment? Can they name the main lines of latitude and meridian of longitude?
Year 6	Can explain scale and use maps with a range of scales? Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?	Can they give extended descriptions of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features? Can they accurately use a 4 figure grid reference? Can they create sketch maps when carrying out a field study?	Can they give an extended description of the human features of different places around the world? Can they map land use with their own criteria? Can they describe how some places are similar and others are different in relation to their physical features?	Can they recognise key symbols used on ordnance survey maps? Can they name the largest desert in the world? Can they locate and name the main countries in South America on a world map and atlas? Can classify and identify a range of Biomes around the world	Can they define geographical questions to guide their research? Can they use a range of self-selected resources to answer questions? Can they plan a journey to another part of the world which takes account of time zones? Do they understand the term sustainable development? Can they use it in different contexts? Can they explain how human activity has caused an environment to change? Can they analyse population data on two

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Year Group	Geography Insight Objectives				