



# Tushingham-with-Grindley CofE Primary School - Geography Curriculum Progression



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge			<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Name and locate the world's seven continents and five oceans.</li> </ul>		<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location I Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>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.</li> <li>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Artic and Antarctic Circle, The Prime Greenwich Meridian and time zones (including day and night)</li> </ul>		
	<ul style="list-style-type: none"> <li>Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.</li> </ul>		<ul style="list-style-type: none"> <li>Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</li> </ul>



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Place knowledge	<p><b>National Curriculum.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>National Curriculum.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>				
	<ul style="list-style-type: none"> <li><b>Show simple understanding</b> by describing the places and features they study using some geographical vocabulary.</li> <li><b>Begin to identify</b> some similarities and differences and simple patterns in the environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Show understanding</b> by describing the places and features they study using simple geographical vocabulary.</li> <li>Identify some similarities and differences and simple patterns in the environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Interpret</b> their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings.</li> <li><b>Begin</b> to compare places</li> <li><b>Begin to understand</b> simple reasons for similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrate</b> their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings.</li> <li><b>More skilled</b> at comparing places</li> <li><b>Understand</b> some reasons for similarities and differences between places.</li> </ul>	<ul style="list-style-type: none"> <li><b>Understand simply</b> what a number of places are like, how and why they are similar and different.</li> <li><b>Understand simply how and why</b> they are changing.</li> </ul>	<ul style="list-style-type: none"> <li><b>Understand in some detail</b> what a number of places are like and how and why they are similar and different</li> <li>Understand how and why places are changing.</li> </ul>



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Human and physical geography		<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• Key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North/South Poles.</li> </ul>		<p><b>National Curriculum.</b> Pupils should be taught to: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>Begin</b> to identify seasonal and daily weather patterns in the <u>United Kingdom</u>.</li> <li>• <b>Begin</b> to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• <b>Begin</b> to use <u>some</u> basic geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• <b>Begin</b> to use <u>some</u> basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can</b> identify seasonal and daily weather patterns in the United Kingdom</li> <li>• <b>Can</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• <b>Can</b> use <u>simple</u> geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• <b>Can</b> use <u>simple</u> geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe and understand</b> a key aspect of human and physical geography.</li> <li>• Can <u>identify</u> patterns.</li> <li>• <b>Interpret</b> how places change and the links between people and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe and understand</b> a key aspect of human and physical geography.</li> <li>• Can <u>identify</u> patterns.</li> <li>• <b>Demonstrate</b> how places change and <u>some</u> links between people and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe and understand</b> a key aspect of human and physical geography.</li> <li>• <b>Know</b> simple spatial patterns in physical and human geography.</li> <li>• <b>Know</b> the conditions which influence those patterns, and the processes which lead to change.</li> <li>• <b>Show</b> simple understanding of the links between places, people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe and understand</b> a key aspect of human and physical geography.</li> <li>• <b>Know</b> about some spatial patterns in physical and human geography,</li> <li>• <b>Know</b> the conditions which influence those patterns, and the processes which lead to change.</li> <li>• <b>Show</b> some understanding of the links between places, people and environments</li> </ul>	



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical skills and fieldwork</b>		<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map.</li> <li>• 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.</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds - physical and human features.</li> </ul>		<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world.</li> <li>• 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.</li> </ul>			



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	<ul style="list-style-type: none"> <li>• Can recognise a globe and map of the world.</li> <li>• Can use basic directional language: up, down, right, left, under and around.</li> <li>• Can make basic observations about the environment they are in</li> <li>• Can draw a basic sketch showing some key features of the environment they are in or know</li> <li>• Can draw a simple map using imagination or knowledge of a specific place.</li> <li>• Can measure using simple words and simple recording</li> <li>• Can ask and answer questions about places, features and environments.</li> <li>• Can work in a group to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Can use picture maps and globes.</li> <li>• Can use simple directional language: near, far, left, and right to describe the locational of features and routes on a map.</li> <li>• Can make simple observations.</li> <li>• Can draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols.</li> <li>• Can work in a group with an adult to ask questions about the school its grounds and surrounding environment.</li> <li>• Can measure using simple words and frequency recording.</li> <li>• Can reach simple conclusion to fieldwork question or prediction.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a simple atlas.</li> <li>• Can use the four point compass: North South, East and West, directions to describe location of features and routes on a map.</li> <li>• Can make detailed observations.</li> <li>• Can use photo, video or audio to gather evidence of what they can see. Can use aerial photos to recognise landmarks and basic human and physical features</li> <li>• Can use aerial photos to recognise landmarks and basic human and physical features</li> <li>• Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple keys</li> <li>• Can ask trusted and familiar adults questions about the school, its grounds and surrounding environment</li> <li>• Can measure using a guided tally and standard units such as minutes and metres.</li> <li>• Can present findings simply using maps and graph</li> <li>• Can reach a simply described conclusion to fieldwork question or prediction.</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently use a range of maps and images.</li> <li>• Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world.</li> <li>• Can use letter and number coordinate to locate features on a map.</li> <li>• Can make links to different observations in the local area</li> <li>• Can use a camera, video or audio to gather appropriate data</li> <li>• Can draw a sketch map with simple annotations showing human and physical features of the local area</li> <li>• Can draw a simple map of familiar short route using OS symbols.</li> <li>• Can confidently ask geographical questions about places and environments and express opinions to a range of people</li> <li>• Can measure accurately using a tally and standard units</li> <li>• Can identify benefits and limitations of data collection methods</li> <li>• Can present data and findings simply using maps, graphs and digital technologies</li> <li>• Can reach a thoroughly described conclusion to the fieldwork question or prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping.</li> <li>• Can identify the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world.</li> <li>• Can use four-figure grid references to locate features on a map.</li> <li>• Can make clear links between different observations in the local area</li> <li>• Can use a camera and locate labelled photos on a map</li> <li>• Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</li> <li>• Can draw an accurate map of a short route using OS symbol.</li> <li>• Can devise and ask questions using geographical vocabulary to recognise that others may think differently</li> <li>• Can answer questions about places and environments to aid investigation and express their different opinions relating to issues.</li> <li>• Can measure using simple instruments, digital technologies and can measure more than one aspect at once</li> <li>• Can describe the benefits and limitations of data collection methods</li> <li>• Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion</li> <li>• Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction</li> </ul>	<ul style="list-style-type: none"> <li>□ Can confidently use an atlas including the contents page and index.</li> <li>□ Can confidently use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world.</li> <li>□ Can accurately use four- figure grid references on an OS map and attempt six- figure references.</li> <li>□ Can make clearly explained links between observations in the local area.</li> <li>□ Can use a camera and locate annotated photos on a map Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area, using OS symbols and a key.</li> <li>□ Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view</li> <li>□ Can ask questions to carry out an investigation and express the opinions from a range of points of view.</li> <li>□ Can measure human and physical features in the local area using a range of appropriate instruments</li> <li>□ Can simply justify data collection methods</li> <li>□ Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion</li> <li>□ Can reach a describe and explained conclusion to the fieldwork question or prediction that is backed up with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently use a range of maps, atlases, images, globes and digital mapping.</li> <li>• Can confidently and accurately use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world.</li> <li>• Can accurately use six- figure grid references on an OS map.</li> <li>• Can make clearly explained links between observations in the local area and the wider world to identify patterns</li> <li>• Can use a camera and locate annotated photos on a map</li> <li>• Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</li> <li>• Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</li> <li>• Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view</li> <li>• Can ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view.</li> <li>• Can accurately measure human and physical features in the local area using a range of appropriate instruments</li> <li>• Can confidently justify and evaluate data collection methods</li> <li>• Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion</li> <li>• Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence</li> </ul>
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	<p>Expectations by age 7: Be able to investigate places and environments by asking questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p>	<p>Expectations by age 9: Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</p>	<p>Expectations by age 11: Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express their opinions, and recognise why others may have different points of view.</p>
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