



Geography

Progression Map and End Points

St Joseph's RC Primary School

**IN OUR CHANGING
WORLD NOTHING
CHANGES MORE
THAN GEOGRAPHY**

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St Joseph's RC Primary School
Geography Curriculum Progression

	End of EYFS	End of KS1	End of Lower KS2	End of upper KS2
<p>To Investigate Places</p> <p>(Including geographical skills and fieldwork.)</p>	<ul style="list-style-type: none"> Engage in simple fieldwork e.g. follow a map of the school environment, seasons walk to note the changes in weather etc To know the capital city of England is London To know there are different types of maps including a globe To use a map and globe to locate countries and oceans Recognise some similarities and differences between life in this country and life in other countries 	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their 	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these

		<ul style="list-style-type: none"> Name and locate the world's continents and oceans. 	main physical and human characteristics.	aspects have changed over time.
<p>To Investigate Patterns</p> <p>(Including locational and place knowledge.)</p>	<ul style="list-style-type: none"> To know India is on the continent of Asia and a key feature of India Understand the effect of changing seasons on the natural world around them. To know some features of each of the four seasons Recognise some environments that are different from the one in which they live. E.g. polar regions and desert and note a key feature 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change.
<p>To Communicate Geographically</p> <p>(Including human and physical geography)</p>	<ul style="list-style-type: none"> Develop an awareness of the geographical terms: physical, human, country, continent, ocean, equator Draw information from a simple map Use a simple map to follow a route 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic 	<ul style="list-style-type: none"> Describe key aspects of: Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols)

		<p>symbols in a key. Use simple grid references (A1, B1).</p>		<p>to communicate knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none">• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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St Joseph's RC Primary School

Geography End Points

Year 1

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and field work.
<ul style="list-style-type: none"> Pupils can name most of the nations and capitals of the UK. Pupils can understand that they live in the UK. Pupils can identify that UK is an island and identify the surrounding seas. Pupils can locate some major cities, oceans and continents on both a UK and world map. Pupils can locate the seven continents and five oceans using a world map, atlas or globe. 	<ul style="list-style-type: none"> Pupils can with the support of images, describe in some detail the local area and distant location features. Pupils can compare the local area with a distant location e.g. landmarks, green space or capital cities. Pupils should know that people do jobs and that the area where they live might affect this e.g. coastline. Pupils should have some knowledge of what animals eat and the dangers (human and physical) animals may encounter. 	<ul style="list-style-type: none"> Pupils should have a limited awareness of different types of weather. Pupils can describe which continents have significant hot or cold areas and relate these to the poles and the equator. Pupils can, using a world map, globe or atlas, locate the continents and oceans relative to the equator and poles. Pupils can identify, describe and ask questions seasonal weather patterns. (UK and overseas) Pupils can, when prompted, make comparisons with the weather in their local area 	<ul style="list-style-type: none"> Pupils can use a world map atlas or globe to recognise oceans and some continents, naming some of them. Pupils can use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Pupils can use a wall map or atlas to identify any of the countries taught during each unit.

Year 2

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and field work.
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<ul style="list-style-type: none"> • Pupils can name the capital cities within the UK. • Pupils can use an atlas to name and locate on a map the four countries and capital cities of the UK. • Pupils can identify and name the continents of the world. 	<ul style="list-style-type: none"> • Pupils can demonstrate local awareness, name their local area and that they live in the UK. • Pupils should know that the weather can be different in different parts of the UK. • Pupils can describe a local natural environment (animals and plants) using a good range of key vocabulary. 	<ul style="list-style-type: none"> • Pupils should know the four seasons and their correct order. • Pupils can identify seasonal and daily weather patterns in the UK. • Pupils should know that weather can be different in different parts of the UK. • Pupils should start to give reasons why the UK has the weather it does e.g., wind. 	<ul style="list-style-type: none"> • Pupils can locate and name the countries of the UK • Pupils can use an atlas to name and locate on a map the four countries and capital cities of the UK. • Pupils can use an atlas, map or globe to locate some wonders of the world.
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Year 3

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and field work.
<ul style="list-style-type: none"> • Pupils can indicate, temperate, tropical and polar climate regions on a map or globe. • Pupils should understand the continents of the world and some of the countries within them. • Pupils can mark onto a map and talk about the equator, poles lines of latitude and longitude and the position of prime/Greenwich meridian. • Pupils can talk about day and night and time zones. • Pupils can distinguish between lines of latitude and longitude and their significance. • Pupils can describe some human and physical characteristics of the UK, using a map of the British Isles identifying the places they have visited. 	<ul style="list-style-type: none"> • Pupils can show on a map or globe tropical, temperate and polar climate zones and describe the characteristics using appropriate vocabulary UK is in a temperate zone. 	<ul style="list-style-type: none"> • Pupils can understand how physical processes can cause hazards to people. • Pupils know advantages and disadvantages to living in hazard-prone areas of the world. • Pupils can use simple geographical vocabulary to describe physical features and how they can change over time. 	<ul style="list-style-type: none"> • Pupils can use the zoom feature on a digital map to locate and gather information about an area. • Pupils can make a globe into a map.

<ul style="list-style-type: none"> Pupils can identify major urban areas in the UK on a map/atlas 			
Year 4			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and field work.
<ul style="list-style-type: none"> Pupils can locate some countries in Europe, North and South America using a world map or atlas and relate them to longitude, latitude and hemisphere. Pupils can tell the difference between continent, country, state or county and city. Pupils can identify, using a map, some states of North America. Pupils can locate on a map main British rivers and the settlements at the mouth of these rivers. Pupils can describe river and mountain environments in the UK using appropriate knowledge. 	<ul style="list-style-type: none"> Pupils can identify and sequence, in order of size an number of different settlements from North and/or South America. (Village to city) Pupils can describe the features of different settlement types. Pupils can describe and compare some regions from South or/and North America, describing how the human and the physical characteristics are connected for one or two from North and/or South America. 	<ul style="list-style-type: none"> Pupils can use geographical words to describe the features of a river. Pupils can use geographical words to describe the features of a mountain environment. Pupils can describe the features of the water cycle in sequence. Pupils can give reasons why some physical features can causes a hazard to people eg. earthquakes, flooding. Pupils can describe a volcano, volcanic eruption and an earthquake using the appropriate geographical vocabulary. Pupils can use appropriate vocabulary to describe the main land uses within urban areas and key characteristics of rural areas. 	<ul style="list-style-type: none"> Pupils can use a map or atlas to locate countries and cities within Europe, North of South America. Pupils can identify states of North America using a map. Pupils can use the zoom option on a digital map to locate places eg. volcanoes, location of earthquakes.
Year 5			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and field work.

<ul style="list-style-type: none"> • Pupils can describe key physical and human features and environmental regions of Europe. • Pupils can locate and describe several physical environments in the UK and how they change from season to season. e.g coastal and mountain regions. • 	<ul style="list-style-type: none"> • Pupils can locate the UK's major urban areas. • Pupils can describe how a region has changed over time. • Pupils can describe how one area is different from another. • Pupils can give information of a region of Europe, in particular its physical environment, climate and economic activity. • Pupils know how human activity is influenced by climate and weather. • Pupils can describe hazards from physical environments. eg avalanches and how they are managed. 	<ul style="list-style-type: none"> • Pupils can describe and understand an range of key physical processes and the resulting landscape features. • Pupils can understand how a mountain region was formed. • Pupils can explain some ways biomes are valuable, threatened and protected. • Pupils can describe key physical, human, and environmental characteristics of a region in Europe. e.g., the Alps. • Pupils can describe how plants and animals are adapted to the weather of an alpine region. 	<ul style="list-style-type: none"> • Pupils can confidently use atlases, globes and digital mapping to locate UK's urban areas, the Alps and several physical features of the UK. • Pupils can use base maps to create their own map of the Alpine region.
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Year 6

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and field work.
<ul style="list-style-type: none"> • Pupils can locate cities, countries and regions of south America on physical and political maps. • Pupils can describe key physical and human characteristics and environmental regions of South America. • Pupils can identify and locate a national or international environmental and explain why it is an issue. • Pupils can name and locate types of industry in the area and suggest reasons why it has changed over time. • Pupils can describe and give 	<ul style="list-style-type: none"> • Pupils can describe similarities between life in villages and cities giving reasons. • Pupils can illustrate how human activity is influenced by climate and weather. • Pupils can explain several threats to wildlife and habitats in the Amazon basin. 	<ul style="list-style-type: none"> • Pupils can understand how climate and vegetation are connected in biomes. • Pupils can describe the features and the climate of a region and how plants and animals are adapted to it. • Pupils can identify similarities and differences between the rainforest and an alpine region. • . Pupils can identify some ways biomes are under threat and how they can be protected. 	<ul style="list-style-type: none"> • Pupils can use maps, digital maps atlases and globes to locate Brazil, the Amazon river and its basin. • Pupils can use arrange of resources to locate national and global environmental issues. • Pupils can use digital maps to investigate and describe features of an area.

<p>reasons for local land use and how this might change in the future.</p> <ul style="list-style-type: none"> • Pupils can describe the location of South America and Amazon basin e.g latitude, hemisphere etc. 			
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