



GEOGRAPHY PROGRESSION GRID

Geography is challenging, motivating, topical and fun. In our diverse society, children need, more than ever before, to understand other people and cultures. Geography makes a major contribution to children’s physical, intellectual, social and emotional development. A high-quality geography education should engender the excitement, creativity and critical thinking about the world that will equip young people to make their own way in it. Geography at Leadgate Primary extends far beyond the walls of the classroom. Our aim is to provide the children with a breadth of memorable experiences, to shape our pupils into curious and considerate global citizens. By the time our pupils leave us, we aim that they will be well equipped with the skills and the knowledge to explore the world around them and have a greater understanding of their planet. We intend for the children to develop an in-depth knowledge of our community and locality developing a strong sense of place.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans,
- including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical
- features of the world, how these are interdependent and how they bring about
- spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through
- experiences of fieldwork that deepen their understanding of geographical
- processes • interpret a range of sources of geographical information, including maps,
- diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through
- maps and writing at length.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PLACE	World		Name and locate the world's seven continents and five oceans on a world map.	Name and locate seas surrounding the UK, seas and the five oceans and seven continents around the world on a world map or globe.	Locate countries and major cities in Europe (including Russia) on a world map.	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	Name, locate and describe major world cities.	Explain interconnections between two areas of the world.
	UK	Talks about the features of their own immediate environment and how environments might vary from one another.	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Identify characteristics of the four countries and major cities of the UK.	Name, locate and describe some major counties and cities in the UK.	Create a detailed study of geographical features incl. hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map.	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
	Location		Locate hot and cold areas of the world in relation to the equator.	Locate the equator and the North and South Poles on a world map or globe.	Locate significant places using latitude and longitude.	Identify the location of the Tropics of Cancer and Capricorn on a world map.	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Greenwich, Meridian and time zones.

	Position		Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map.	Use the eight points of a compass to locate a geographical feature or place on a map.,	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
	Maps		Draw or read a simple picture map.	Draw or read a range of simple maps that use symbols and a key.	Use four-figure grid references to describe the location of objects and places on a simple map.	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	Identify elevated areas, depressions and river basins on a relief map.	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
COMPARISON	Compare and contrast	Knows about similarities and differences in relation to places, objects, materials and living things.	Identify the similarities and differences between two places.	Describe and compare the human and physical similarities/differences between an area of the UK and a contrasting non-EU country.	Classify, compare and contrast different types of geographical feature.	Describe and compare aspects of physical features.	Identify and describe the similarities and differences in physical and human geography between continents.	Describe the climatic similarities and differences between two regions.
PROCESSES	Climate and weather	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Identify patterns in daily and seasonal weather.	Describe simple weather patterns of hot and cold places.	Explain how the weather affects the use of urban and rural environments. Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.	Explain climatic variations of a country or continent.	Explain how the climate affects land use	Evaluate the extent to which climate and extreme weather affect how people live.
	Physical processes		Describe in simple terms how a physical process has affected an area, place or human activity.	Describe, in simple terms, the effects of erosion.	Explain the physical processes that cause earthquakes and volcanic eruptions.	Use specific geographical vocabulary and diagrams to explain the water cycle (water cannot be made).	Describe how soil fertility, drainage and climate affect agricultural land use.	Describe the physical processes, including weather, that affect two different locations.
CREATIVITY	Report and conclude		Create stories, pictures and role play about historical events, people and periods	Present historical information in a simple non-chronological report, fact file, story or biography	Make choices about the best way to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report or in-depth study.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
	Communication		Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
NATURE	Physical features		Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Describe the parts of a volcano or earthquake. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape.	Identify, describe and explain the formation of different mountain types.	Identify and describe some key physical features and environmental regions of North/South America and explain how these, along with the climate zones and soil types, can affect land use.	Compare and describe physical features of polar landscapes.

	Environment	Shows care and concern for living things and the environment.	Describe how pollution and litter affect the local environment and school grounds.	Describe ways to improve the local environment.	Describe ways to improve the local environment.	Describe altitudinal zonation on mountains	Name and locate the world's biomes, climate zones, vegetation belts - explain their common characteristics.	Explain how climate change affects climate zones and biomes across the world.
HUMAN KIND	Human features and landmarks		Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location.	Describe a range of human features and their location and explain how they are interconnected.	Describe and explain the location and purpose of transport networks across the UK and other parts of the world.	Explain how humans function in the place they live.
	Settlements and land use		Identify the characteristics of a settlement.	Describe the size, location and function of a local industry	Describe the type and characteristics of settlement or land use in an area or region.	Explain ways that settlements, land use or water systems are used in different parts of the world.	Describe in detail the different types of agricultural land use in the UK.	Describe the distribution of natural resources in an area or country.
INVESTIGATION	Geographical resources		Identify features and landmarks on an aerial photograph or plan perspective.	Study aerial photographs to describe the features and characteristics of an area of land.	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes.	Analyse and compare a place, or places, using aerial photographs, atlases and maps.	Use satellite imaging and maps of different scales to find out geographical information about a place.
	Data analysis		Collect simple data during fieldwork activities.	Collect and organise simple data in charts & tables from primary sources (observations) and secondary sources (books)	Analyse primary data, identifying any patterns observed	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Summarise geographical data to draw conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
	Fieldwork		Carry out fieldwork tasks to identify characteristics of the school grounds or locality. Use basic observational skills	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Gather evidence to answer a geographical question or enquiry.	Investigate a geographical hypothesis using a range of fieldwork techniques.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
			Gather information: Carry out a small survey of the local area/school. Draw simple features. Ask and respond to basic geographical questions. Ask a familiar person prepared question. Use a pro-forma to collect data e.g. tally survey Sketching: Create plans and raw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features Audio / visual: Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is seen.		Gather information: Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips. Use a database to present findings Use appropriate terminology Sketching: Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual: Select views to photograph. Add titles and labels giving date and location information. Consider how photo's provide useful evidence use a camera independently. Locate position of a photo on a map		Gather information: Select appropriate methods for data collection such as interviews. Use a database to interrogate/amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected - suggest improvements. Sketching: Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. Select field sketching from variety of techniques. Annotate sketches to describe and explain geographical processes and patterns. Audio/Visual: Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. Use photographic evidence in investigations. Evaluate usefulness of the images	
MATERIALS	Natural and man-made materials		Identify natural and man-made materials in the environment.	Describe the properties of natural and man-made materials and where they are found in the environment.	Name and describe the types, appearance and properties of rocks. There are three main types of rock found in the Earth's crust.	Describe and explain the transportation of materials by rivers. Describe the properties of different types of soil.	Explain how the topography and soil type affect the location of different agricultural regions.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth.

SIGNIFICANCE	Significant places	Talks about the features of their own immediate environment and how environments might vary from one another.	Name important buildings and places and explain their importance.	Name, locate and explain the significance of a place.	Name and locate significant volcanoes and plate boundaries and explain why they are important.	Name, locate and explain the importance of significant mountains or rivers.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	Name, locate and explain the distribution of significant industrial regions around the world.
CHANGE	Geographical change	Looks closely at similarities, differences, patterns and change in nature.	Describe how a place or geographical feature has changed over time.	Describe how an environment has or might change over time.	Describe how a significant geographical activity has changed a landscape in the short or long term.	Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.