Hagley Primary School – Geography progression grid

Year	NC objective
Reception	Know about similarities and differences in relation to places Talk about the features of their own and immediate environment and how the environments might vary from one another
Year 1	<u>Location and direction</u> • Understand where we live as part of something bigger e.g. Hagley in England in the UK • Understand the UK is made up of 4 countries with different features • Match capital cities to countries of the UK • Name and locate the surrounding seas of the UK • Follow directions (forwards, backwards, left, right) <u>Human and physical geography</u> • Identify seasonal and daily weather patterns, including the features of the four seasons • Begin to understand how hot and cold climates differ and discover some of the warmest and coldest places • Begin to describe the natural environment using the knowledge of what they can see e.g. hill, forest <u>Geographical enquiry</u> • Use information books and pictures as sources of information <u>Geographical skills and fieldwork</u> • Identify key landmarks within the local area <u>Maps (using, drawing and representation)</u> • Draw picture maps for imaginary places and worlds using their own symbols • Use an infant atlas to identify countries in the UK and places they have heard of • Describe a journey when given a simple route map e.g. we turned left <u>Scale and distance</u> • Use to vocabulary of bigger/smaller
Year 2	<u>Location and direction</u> • Name and locate the world's seven continents and five oceans • Identify the similarities and differences between a small environment within the UK and a contrasting non-European settlement e.g. What makes a village a village or a city a city? • Use the four compass directions (N, S, E, W) <u>Human and physical geography</u> • Use basic geographical vocabulary, including human and physical and begin to classify vocabulary relating to this e.g. port, town, sea, mountain • Begin to make links between human and physical e.g. The huts are by the beach which is next to the sea • Compare and contrast based on human and physical features e.g. the town is very flat but the forest is hilly <u>Geographical enquiry</u> • Ask geographical questions such as Where is it? What is it like?

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	• Use information books, pictures and the internet as sources of information Geographical skills and fieldwork • Use aerial photographs and plan perspectives • Add further detail to a beginning sketch map from aerial photos Maps (using, drawing and representation) • Use world maps, infant atlases and simple globes to identify the UK and continents • Follow a simple route and describe the journey using directional vocabulary • Draw a map of a real/imaginary place using a class agreed key Scale and distance • Recognise the UK at different scales and sizes and compare
Year 3	Location and direction • Name and locate the counties and cities of the UK, geographical regions and their human and physical features • Identify the similarities and differences of a region of North or South America with an area within the UK or Europe • Confidently use the four compass directions Human and physical geography • Use geographical vocabulary from KS1 and Y3 to describe an area and make decisions/conclusions • Describe and understand economic activity e.g. trade links and the distribution of resources Geographical enquiry • Ask geographical questions such as Where is it? What is the land used for? Why is the place like it is? • Use information books, pictures, maps and the internet as sources of information Geographical skills and fieldwork • Create a **scale** plan of an area or a sketch map from a high point • Match an aerial photograph to an on-ground photograph Maps (using, drawing and representation) • Use letter/number co-ordinates on a grid • Recognise simple keys and their importance • Make a map of a route digitally (digimaps) Scale and distance • Use the zoom function when using digital maps and identify how this impacts on scale
Year 4	Location/direction • Use maps and atlases to locate countries in Europe, and their capital cities, in relation to their learning • Indicate tropical, temperate and polar climate zones on a map in relation to food production/weather • Understand the similarities and differences of the human and physical features of a region in the UK (Worcestershire) with a region in a European country Human and physical

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	• Describe and sequence, using correct vocabulary, the stages of the water cycle • Describe and understand how rivers are formed and developed (study of the Severn) Geographical enquiry • Make comparisons between places at a larger scale e.g. compare population data across Europe • Use tables and graphs to gather information e.g. temperature and climate Geographical skills and fieldwork • Carry out fieldwork in the local environment e.g. river creation, river study • Record data using field sketches, tables and charts e.g. types of industry in Hagley Maps (using, drawing and representation) • Use large scale (landranger) OS maps to follow a river and identify human and physical features • Identify the symbols related to roads, train tracks, rivers, canals, footpaths • Use atlases, globes and climate maps in relation to their learning • Use 4 figured grid references ti describe and locate features • Continue to use the 8 points of a compass confidently Scale and distance • Find the same feature on maps of different scales e.g. locate the Severn on different maps
Year 5	Location/direction • Identify the similarities and differences of the human and physical geography of the local area and how it has changed over time • Identify the position and significance of latitude, longitude, hemispheres and the tropics of cancer/Capricorn • Identify the prime and Greenwich Meridian and calculate time zones • Continue to locate countries within Europe on political maps from different time periods • Discuss the term political border and how these can change over time • Extend their understanding of the world to include the study of a location in Asia (China) Human and physical • Describe and understand the aspects of physical geography to include the formation of mountains, focussing on the Himalayas • To understand tectonic movement and its contributions to volcanoes and earthquakes Geographical enquiry • Investigate a place at a larger scale e.g. China's population • Analyse evidence to draw conclusions about a question e.g. Why do people live where they do? • Continue to use a range of written, numerical and visual sources to gather information Geographical skills and fieldwork • Use photographs, maps and fieldwork to record and present changes within the local area • Compare a variety of maps and aerial photos of the same location or area Maps (using, drawing and representation)

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	• Use maps and satellite images to identify aspects of human and physical geography, including rainfall, agriculture, population density and elevation above sea level • Continue to use atlases, globes and digital resources in realtion to their learning • Confidently use an index and contents when using an atlas • Draw a sketch map, using OS symbols and a key <u>Scale and distance</u> • Use maps at a range of scales and describe them
Year 6	<u>Location/direction</u> • Identify the similarities and differences of the human and physical geography of the UK (as an island) and another area of Europe (Greece) • Quickly identify countries on maps of Europe and the world, particularly areas studied across the curriculum (through lesson starters and quick games) <u>Human and physical</u> • Understand how climate and vegetation are connected to biomes • Can describe the climate of a region and how plants and animals have adapted to it • Can explain some ways biomes are valuable, under threat and how they can be protected e.g. ocean biome <u>Geographical enquiry</u> • Suggest questions to investigate about a place • Draw conclusions from data collected and presented <u>Geographical skills and fieldwork</u> • Collect data about an area, including the use of data logging equipment • Select sources of information for different purposes and explain their choices <u>Maps (using, drawing and representation)</u> • Select a map from a selection for a specific purpose and evaluate its usefulness • Begin to use the other information within atlases to find out other features e.g. the wettest part of the world or the largest population in the world • Describe and use key symbols on an OS map (explorer) • Confidently use the 8 points of a compass • Plan a route using an OS map • Use six figure grid references to locate, identify and name places <u>Scale and distance</u> • Use scales on a map to measure distances