



Audlem St James C of E Primary School

Progression in Geography under the 2014 National Curriculum

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- 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

Human and physical geography

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure 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

Geography – Key Stage One Progressive statements

Year Group	Locational Knowledge Locate and identify characteristics of England, Scotland, Ireland and Wales and their capital cities and surrounding seas. Name and locate the World's seven continents and five Oceans.	Place Knowledge Understand the differences and similarities of the physical geography of a small area in the UK and a small area in a contrasting non-European country	Human and Physical Geography Identify seasonal and daily weather patterns in the UK, the location of hot and cold areas of the World in relation to the Equator and North and South poles. Use basic geographical vocabulary referring to geographical and human features.	Geographical skills and fieldwork Use World maps, atlases and globes to identify the UK and its countries, as well as other countries continents and Oceans studied at KS1. Use simple compass directions and locational and directional language to describe the location and features and routes on a map. Locate basic human and physical features and landmarks using aerial photographs. Use and construct keys. Use fieldwork and observational skill to study the physical and human geography of the school and surrounding environment.			
Term	1	2	3	2	1	3	
Year 1	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>I can identify the key features of a location to say whether it is coastal or rural</p>	<ul style="list-style-type: none"> I can understand geographical similarities and differences of my own locality and that of another small area of the United Kingdom 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK I can use basic geographical vocabulary to refer to: key physical features including: cliff, beach, coast, sea, forest, hill, mountain, weather key human features including: factory, farm, house, office, shop, port, harbour 	<ul style="list-style-type: none"> I can ask and answer geographical questions such as: What is this place like? What or who will I see? What do people do in this place? I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment I can 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. I can use maps, globes and atlases to help me. I can understand and use basic symbols on a map 			
Term	1	2	3	2	1	2	3
Year 2	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify other countries, the seven continents and five Oceans I can identify the key features of a location to say whether it is a city, town or village 	<ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area of a contrasting non-European country 	<ul style="list-style-type: none"> I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary to refer to: key physical features including: ocean, river, soil, valley, vegetation, season, climate and poles key human features including: city, town, village I can identify land use around the school. 	<ul style="list-style-type: none"> I can use aerial images and plan perspectives to recognise landmarks and basic physical features. I can use compass directions (north, south, east and west) I can devise a simple map I can understand, use and construct basic symbols in a key. I can use simple grid references (A1, B1) I can use maps, atlases, globes, diagrams and other sources of information such as google Earth/maps I can use numerical data represented through graphs and charts eg traffic surveys and results 			



Geography – Key Stage Two Progressive statements

Year Group	Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate countries 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 understanding how some of these have changed over time		Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.		Human and Physical Geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of: 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		Geographical skills and fieldwork Use maps, atlases and globes and digital / computer mapping to locate countries and describe features studied 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.		
Term	1	3	2		2		1	2	3
Year 3	<ul style="list-style-type: none"> I can name and locate UK positional, geographical regions e.g. North West and their identifying human and physical characteristics, <i>including hills, mountains, cities, rivers, key topographical features and land-use patterns</i>; and understand how some of these aspects have changed over time. I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones Link to Egypt 		<ul style="list-style-type: none"> I can describe geographical similarities and differences between a city within the UK and a city within another Country 		<ul style="list-style-type: none"> I can describe some of the characteristics of these Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle I can describe key aspects of: physical geography, including: rivers and the water cycle. I can describe key aspects of: human geography, including: land use. 		<ul style="list-style-type: none"> I can ask and answer geographical questions about the physical and human characteristics of a location I can explain own views about locations, giving reasons I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. I can use a range of resources to identify the key physical and human features of a location. I can 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. 		
Term	2		1	3		3			
Year 4	<ul style="list-style-type: none"> I can name and locate countries and cities of the United Kingdom, including hills, mountains, cities, rivers, key topographical features and land-use I can name and locate the countries of Europe and identify their main physical and human characteristics Link to Romans and Ancient Greeks 		<ul style="list-style-type: none"> I can describe geographical similarities and differences between a region within the UK and a region within a European Country e.g. Cheshire and Brittany. Build Africa 		<ul style="list-style-type: none"> I can describe key aspects of: physical geography, including: volcanoes and earthquakes I can describe key aspects of: human geography, including: settlements 		<ul style="list-style-type: none"> I can explain own views about locations, giving reasons using geographical vocabulary I can use the eight points of a compass, four-figure grid references, symbols and key to navigate around a given route. I can 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 		

Geography – Key Stage Two

Progressive statements

Year Group	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork	
Year 5	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (<i>including hills, mountains, coasts and rivers</i>), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>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 N or S America</p>	<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>describe and understand key aspects of: 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</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (<i>including the use of Ordnance Survey maps</i>) to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>	
Term	1	3	2	3	
Year 5	<ul style="list-style-type: none"> I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics I can 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). 	<ul style="list-style-type: none"> I can describe geographical diversity across the world: ice caps, mountain ranges, deserts, rainforests, tropical regions, temperate regions etc. I can name and locate the countries of South America and identify their main physical and human characteristics. (Link to book <i>Journey to the river sea</i>). 	<ul style="list-style-type: none"> I can describe and understand key aspects of: physical geography, including: biomes and vegetation belts, climate zones 	<ul style="list-style-type: none"> I can collect and analyse statistics and other information in order to draw clear conclusions about locations I can use a range of geographical resources to give detailed descriptions of the characteristic features of a location. I can use different types of fieldwork sampling (<i>random and systematic</i>) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Link to Carding Mill I can use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. I can create maps of locations identifying patterns (such as: climate zones and population densities). 	
Term	1	2	2	1	2
Year 6	<ul style="list-style-type: none"> I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics (Autumn and Summer) I can describe how locations around the world are changing and explain some of the reasons for change (Autumn and Summer) I can describe how countries and 	<ul style="list-style-type: none"> I can name and locate the countries of North America and identify their main physical and human characteristics. (Spring) 	<ul style="list-style-type: none"> I can describe and understand key aspects of: human geography, including the distribution of natural resources including energy, food, minerals, and water supplies and economic activity including trade links. (Spring) 	<ul style="list-style-type: none"> I can collect and analyse statistics and other information in order to draw clear conclusions about locations. (Spring) I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. (Spring) I can use different types of fieldwork sampling (<i>random and systematic</i>) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs utilising digital technology (Autumn) 	

geographical regions are interconnected and interdependent. (*Spring and Autumn*)