

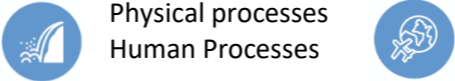




## Geography curriculum progression map

	 Location	 Physical Features, Human Features, Diversity	 Physical processes Human Processes	 Techniques	 Vocabulary
Year R	<ul style="list-style-type: none"> <li>I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>I can name the town where I live and I know that this is in England</li> <li>I can discuss other significant places that are familiar to me.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge for stories, non-fiction texts and (when appropriate) maps</li> </ul>	<ul style="list-style-type: none"> <li>I can understand some important process and changes in the natural world around them, including the seasons</li> <li>I can identify some similarities and differences between the natural world around them, including the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw information from a simple map</li> </ul>	<ul style="list-style-type: none"> <li>Town, village, city, country, path, house, Wellingborough, Fields, River, hills, church, shop, park, countryside,</li> <li>England, London, city, capital city</li> <li>Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds,</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>I can begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area.</li> <li>I can begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area.</li> <li>I can locate the four countries and capitals of the United Kingdom on a map.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to ask and answer questions about what a place is like.</li> <li>I can identify characteristics of the four countries and their capitals</li> <li>I can observe my school and the surrounding areas and identify human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the land use around my school.</li> <li>I can understand and talk about seasonal and weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>I can use world maps, atlases and globes to locate the United Kingdom and its countries.</li> <li>I can begin to use compass directions: North, South, East and West to describe locations.</li> </ul>	<ul style="list-style-type: none"> <li>Country, capital, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff and Belfast.</li> <li>sunny, cloudy, rain, snow, windy, thunder, heatwave, drought, flood, monsoon, blizzard, gale, hurricane and tornado</li> <li>beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can name and locate the world's continents.</li> <li>I can name and locate the world's oceans.</li> <li>I can understand there are hot and cold areas of the world in relation to the equator.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about what a place is like and what features I may find there.</li> <li>I can recognise landmarks and physical features of a place from aerial images.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand geographical similarities and differences between an area of the UK and another country</li> </ul>	<ul style="list-style-type: none"> <li>I can use world maps, atlases and globes to locate the countries studied</li> <li>I can confidently use compass directions: North, South, East and West to describe locations.</li> <li>I can devise a simple map and use basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</li> <li>temperature, climate, weather, polar and tropical to describe a location</li> <li>beach, coast, forest, hill, mountain, ocean, river, weather, soil valley and vegetation. Human features including: city, town, village, house, shop, farm, factory and office.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>I can name some countries in Europe and discuss their characteristics.</li> <li>I can begin to name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the physical and human characteristics of a location.</li> <li>I can describe features of particular countries within Europe.</li> <li>I can carry out fieldwork to observe and record the human features in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how our school's local area has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I can use maps, atlases and globes to locate countries within Europe.</li> <li>I can continue to use the 4 compass directions and begin to use North-East, North-West, South-East, South-West describe locations.</li> </ul>	<ul style="list-style-type: none"> <li>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic</li> <li>continents, land mass, population, river bed, source, mouth, channel, summit, mountain range.</li> <li>congestion, pollution, network, national, international</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>I can give my own views about locations.</li> <li>I can name and locate countries in Europe and discuss their characteristics and identifiable features.</li> <li>I can begin to locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the key physical and human features of a location and how these features may have changed over time.</li> <li>I can carry out fieldwork to observe and record the human and physical features in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe similarities and differences between countries</li> <li>I can describe the physical processes that cause earthquakes and volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>I can use all 8 compass points to describe a location: North, South, East, West North-East, North-West, South-East and South-West.</li> </ul>	<ul style="list-style-type: none"> <li>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</li> <li>continents, land mass, population, inhabitants and boundary, dormant, collision, magnitude, intensity, plates when describing volcanoes, earthquakes and tsunamis</li> <li>river bed, source, mouth, channel, summit, mountain range</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can collect information about a location and draw clear conclusions.</li> <li>I can name and locate some of the countries of North America and their main human and physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>I can give my views on the effectiveness of different representations of an area, such as the difference between aerial images and topographical maps.</li> <li>I can describe how physical features affect the human activity in a location.</li> <li>I can begin to use fieldwork to observe and measure the human/physical features in the local area and record results.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics and times zones.</li> <li>I can describe how locations around the world are changing and explain reasons for this change.</li> </ul>	<ul style="list-style-type: none"> <li>I can use all 8 compass points to describe a location.</li> <li>I can use grid references, symbols and keys to navigate a map and communicate knowledge of the world</li> </ul>	<ul style="list-style-type: none"> <li>colonised, indigenous, populous, sparsely, landlocked, landmass</li> <li>tropical, temperate, deciduous, desert, tundra, savannah, marine, freshwater, polar, precipitation, expansive, ecosystem, migration, when describing particular biomes.</li> <li>climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, settlements and land use.</li> <li>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</li> </ul>



## Geography curriculum progression map

Year 6	<ul style="list-style-type: none"> <li>I can use a range of geographical resources to help give a detailed description and opinion about a location.</li> <li>I can name and locate countries of the world and identify their human and physical characteristics.</li> <li>I can name and locate some of the countries of South America and their main human and physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and share some reasons for geographical similarities and differences between countries.</li> <li>I can describe geographical diversity across the world.</li> <li>I can use fieldwork to observe and measure the human and physical features in the local area and record results in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how the human and physical characteristics of a place may have changed over time.</li> <li>I can describe how some countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>I can use all 8 compass points to describe a location. N, S, E, W N-E, N-W, S-E and S-W.</li> <li>I can use grid references, symbols, keys to navigate a map and communicate knowledge.</li> <li>I can create maps of locations and identify patterns land use, climate zones and population densities.</li> </ul>	<ul style="list-style-type: none"> <li>international, destination, cargo, tourism, import, export, natural resources, air travel, sea freight, shipments, pollution, network</li> <li>settlements, land use, economic activity including trade links, the distribution of natural resources including food, energy, minerals, water supplies, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>I can confidently use the correct names for: equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</li> </ul>
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