

Geography Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Location Knowledge and Place Knowledge	Understands where they live. Compares countries with different climates. Identifies local and London landmarks.	Understands the geography of the classroom, the school building. And the local area (Kilburn). Understands similarities and differences of the human and physical geography of the UK (Kilburn) and Bangladesh, (Mongla).	Names, locates and identifies characteristics of the 4 countries and capital cities of the UK and surrounding seas. Names, locates the world's 7 continents and 5 oceans.	Names and locates geographical regions of the UK. Identifies characteristics and key topographical features including hills, mountains, coasts and rivers. Understands how the UK has changed over time - from Old Stone Age to today.	Locates the world's countries, using maps to focus on Europe (including Russia): environmental regions, key characteristics, countries, and major cities. Identifies key topographical features of the UK, focusing on rivers. Understands similarities and differences of the human and physical geography of Greater London and Naples Bay, Italy.	Names and locates cities and counties of the UK. The geographical regions of the UK including hills, mountains and rivers or types of coasts. Understands how the UK (London) has changed over time (The Tudor and Victorian times). Knows some of the world's countries, focusing on North America and concentrating on environmental regions, key characteristics, countries and major cities.	Knows some of the world's countries, focusing on South America and concentrating on environmental regions, key characteristics, countries and major cities. Understands how the UK (London) has changed over time (after WW2). Understands geographical similarities and differences of the human and physical geography of South East England and New York State.	Extend their locational knowledge and deepen their spatial awareness of the world's countries focusing on Africa, Russia, Asia (including China and India), and the Middle East – their environmental regions, including polar and hot deserts. Understand geographical similarities, differences and links between the human and physical geography of a region within Africa, and Asia.
Fieldwork	Observes their own locality.	Observes the school and its grounds. Observes the streets around the local area. Recognises different types of land use.	Recognises different types of land use, buildings and environments.	Uses sketch maps and graphs to record some of the human and physical features in the local area. Uses simple equipment to measure and record. Investigates the local area.	Uses sketch maps and graphs to record some of the human and physical features in the local area. Conducts surveys. Carries out a simple questionnaire.	Uses sketch maps, plans, graphs and digital technologies. Collects, analyses and communicates with range of data. In-depth study, looking at issues/changes in London since the Tudor and Victorian times.	Uses sketch maps, plans, graphs and digital technologies. Collects, analyses and communicates with range of data. In-depth study, looking at issues/changes in London since WW2.	Uses fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Using Globes, Maps and Plans	Introduces maps and globes.	Uses aerial photographs and maps of the school and the local area. Uses a globe to identify the location of UK and	Uses a globe, atlases and maps to identify the UK and its countries. Identifies the location of hot and cold areas of the	Uses a globe, maps and some OS symbols on maps to name geographical regions and identify physical and human characteristics,	Uses a globe, maps and some OS symbols on maps to name geographical regions. Locates some of the world's countries – focus on Europe.	1:10.000 and 1:25.000 Ordnance Survey maps. Use maps, atlases, globes and digital/computer mapping. Locates some of the	1:10.000 and 1:25.000 Ordnance Survey maps. Uses maps, atlases, globes and digital/computer mapping. Locates some of the	Uses globes, maps and atlases. Uses Ordnance Survey maps, grid references and scale, topographical and other thematic

		Bangladesh.	world in relation to the Equator and the North and South Poles.	topographical features, and land-use patterns. Uses an atlas' index/ contents to find places. Understands the need for a key. Understands the purpose of maps.	Identifies physical and human characteristics, topographical features, and land-use patterns. Uses an atlas' index/ contents to find places. Understands the need for a key. Understands the purpose of maps. Beginning to understand scale and distance on a map.	world's countries - focus on North America. Realises purpose, scale, symbols and style are related. Interprets geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). Understands scales and time differences.	world's countries – focus on South America. Realises purpose, scale, symbols and style are related. Interprets geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). Shows the position and significance of Latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understands scales and time differences.	mapping, and aerial and satellite photographs.
Map Work Skills	Uses 2 points of a compass. Makes simple maps of their home. Records their journeys to school. Makes simple maps of the school.	Uses 4 points of a compass. Understands plan perspective. Follows a simple route. Describes the location of features on a map. Makes a simple map. Makes a simple key.	Uses 4 points of a compass. Describes the location of features on a map. Makes a simple map. Makes a simple key. Follows a simple route.	Uses the 8 points of a compass. Uses simple grids with letters and numbers and 4-figure coordinates to locate features. Uses Ordnance Survey symbols and keys to build up their knowledge of a local place and the UK. Maps evidence from fieldwork - sketch annotated views. Uses aerial photos and satellite images.	Uses the 8 points of a compass. Uses simple grids with letters and numbers and 4-figure coordinates to locate features. Uses Ordnance Survey symbols and keys to build up their knowledge of a local place, the UK and the wider world. Maps evidence from fieldwork - sketch annotated views. Uses plans. Is beginning to use smaller scale aerial views. Uses oblique aerial	Uses the 8 points of a compass, symbols and key (including the use of Ordnance Survey maps). Uses Ordnance Survey maps at different scales. Aligns a map with route. Understands and uses a 6 figure grid references to interpret OS maps.	Uses the 8 points of a compass, symbols and key (including the use of Ordnance Survey maps). Uses Ordnance Survey maps at different scales. Draws a detailed sketch map using symbols and a key. Knows directions in neighbourhood. Understands and uses a 6 figure grid references to interpret OS maps.	Uses Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Human and Physical Geography: Enquiry Skills and Communication	Looks at some wider world similarities and differences.	Identifies human and physical features of the school and its grounds. Identifies human and physical features of the local area. Identifies human and physical features Mongla. Identifies seasonal and daily UK weather patterns.	Uses aerial photographs to identify landmarks and basic human and physical features. Identifies human and physical features of the 4 capital cities of the UK. Identifies seasonal and daily weather patterns. Identifies human and physical features of the 4 countries of the UK.	Identifies key aspects of physical geography, including rivers and mountains of the countries studied. Identifies key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identifies differences between places.	views. Identifies key aspects of physical geography, including rivers and mountains of the countries studied. Explains volcanoes/ earthquakes in simple terms. Describes the water cycle using a diagram. Identifies differences between places.	Understands climate zones, biomes and vegetation belts. Describes types of settlement, land use, economic activity including trade links. Describes distribution of natural resources including energy, food, minerals and water in the continents and countries they have studied. Gives some reasons for the impact of geographical influences/ effects on people place or themes studied. Knows the location of places of global significance, their defining physical and human characteristics and how they relate to one another.	Describes 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/change over time. Understands climate zones, biomes and vegetation belts. Describes types of settlement, land use, economic activity including trade links. Describes distribution of natural resources including energy, food, minerals and water in the continents and countries they have studied. Gives a few reasons for the impact of geographical influences/ effects on people place or themes studied. Knows the location of places of global significance, their defining physical and human characteristics and how they relate to one another.	Uses detailed place-based exemplars at a variety of scales to understand - Physical geography: timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. Human geography: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Understands how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.
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