



St Anne's Catholic Primary School Geography Progression Map



		By the end of KS1, most children will be able to:		By the end of LKS2, most children will be able to:		By the end of UKS2, most children will be able to:	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical knowledge (Locational knowledge & Place knowledge)	The UK and the local area	<p>Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</p> <p>Know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)</p>	<p>The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Know about the local area, and name and locate key landmarks. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.)</p>	<p>Describe where the UK is located, and name and locate its four countries and some counties; as well as locate where they live in the UK. Relate continent, country, county, city/where you live.</p> <p>Locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)</p>	<p>Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>Locate and describe some human and physical characteristics of the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)</p>	<p>Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>Locate the UK's regions and major cities. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK.)</p>	<p>Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)</p>



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	<p>The World and continents</p>	<p>Recognise and name some continents and oceans on a globe or atlas. (E.g. Use the name of a continent when describing the location of the habitat of a significant animal.)</p>	<p>Name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal)</p>	<p>Locate countries in Europe and North and South America on a map or atlas. Describe some European and North and South American cities using an atlas. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA.)</p> <p>Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. (E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.)</p>	<p>Locate some countries in Europe and North and South America on a map or atlas. Relate continent, country, state and city. Identify states in North America using a map. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)</p> <p>Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. (E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude.)</p>	<p>Locate some major cities and countries of Europe and North and South America on physical and political maps. Describe some key physical and human characteristics of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)</p> <p>The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. (E.g. Produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, and climate.)</p>	<p>Locate cities, countries and regions of Europe and North and South America on physical and political maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</p> <p>The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)</p>
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<p>Geographical understanding</p> <p>(Human and physical geography)</p>	<p>Physical themes</p>	<p>Talk about the day-to-day weather and some of the features of the seasons in their locality. Show an awareness that the weather may vary in different parts of the UK and in different parts of the world. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a weather forecast to answer these questions. Make a simple comparison with the weather in your area.)</p> <p>Talk about a natural environment, naming its features using some key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal.)</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a weather forecast to answer these questions. Make comparisons with the weather in your area.)</p> <p>Recognise a natural environment and describe it using key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)</p>	<p>The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. (E.g. Prepare a report, using a map and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and what it eats.)</p> <p>Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains. (E.g. With support, make a working model of a volcano. Label it with the features of a volcano and describe an eruption.)</p>	<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.)</p> <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change. Describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. (E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)</p>	<p>Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. Understand that animals and plants are adapted to the climate. Understand our food is grown in many different countries because of their climate. (E.g. Create a fruit map poster based around a world map using several fruits and labelling their countries of origin.)</p> <p>The child can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed. (E.g. Make a malleable model to show the formation of fold mountains of the Alps in Europe and talk about what it shows.)</p>	<p>Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Describe what the climate of a region is like and how plants and animals are adapted to it. Understand how food production is influenced by climate. (E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations.)</p> <p>Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain region was formed. (E.g. Make a malleable model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)</p>
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	<p>Human themes</p>	<p>Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. (E.g. From cities from different continents, identify key features of a city from images.)</p>	<p>Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. (E.g. From cities from different continents, identify key features of a city from images. Draw two differences and two similarities to the area in which you live.)</p>	<p>Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. Recognise features and some activities that occur in different settlements using a range of key vocabulary. Recognise the main land uses within urban areas and the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images with support, research some major cities in North and South America and identify how they are different.)</p>	<p>Identify and sequence a range of settlement sizes from a village to a city. Describe the characteristics of settlements with different functions, e.g. coastal towns. Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)</p>	<p>Know and understand what life is like in cities and in villages. Know the journey of how one product gets into their home in detail. Describe some renewable and non-renewable energy sources. Describe different types of industry currently in the local area. Know where some of our main natural resources come from. (E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.)</p>	<p>Know and understand what life is like in cities and in villages and in a range of settlement sizes. Understand that products we use are imported as well as locally produced. Explain how the types of industry in the area have changed over time. Understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)</p>
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	<p>Understanding places and connections</p>	<p>Make observations about, and describe, the local area and the nearest local green space. (E.g. Make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class. Use different colours to identify its physical and human characteristics.)</p> <p>Describe an aspect of the physical and human geography of a distant place. Show awareness of their locality and identify one or two ways it is different and similar to the distant place.</p>	<p>Make observations about, and describe, the local area and its physical and human geography. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.)</p> <p>Describe the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place.</p>	<p>Understand the basic physical and human geography of the UK and its contrasting human and physical environments. Recognise that some regions are different from others. (E.g. Research a coastal locality and make a travel agent style presentation to promote the human and physical characteristics of the area.)</p> <p>Recognise that there are physical and human differences within countries and continents. Show awareness of the physical and human characteristics of a European region and a region in North or South America. (E.g. Record information about one city in N. and S. America. Compare these cities, identifying one difference and one similarity.)</p> <p>Describe how some physical processes can cause hazards to people. Recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>Understand the physical and human geography of the UK and its contrasting human and physical environments. Explain why some regions are different from others. (E.g. Research a coastal locality and make a travel agent style presentation to promote the human and physical characteristics of the area and how they combine to form a unique environment.)</p> <p>Describe and compare similarities and differences between some regions in Europe and North or South America. Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. (E.g. Record information about one city in N. and S. America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)</p> <p>Understand how physical processes can cause hazards to people. Describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>Understand how a region has changed.</p> <p>Know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique. (E.g. Design an app/ webpage/leaflet for tourists to the Alps selecting some information.)</p> <p>Explain some ways a biome (including the oceans) is valuable and under threat from human activity. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments such as avalanches in mountain regions. Identify an important environmental issue. (E.g. Show why the Amazon rainforest is valuable and why it should be protected.)</p>	<p>Understand how a region has changed and how it is different from another region of the UK.</p> <p>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. (E.g. Design an app/ webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Explain several threats to wildlife/habitats. (E.g. Show why the Amazon rainforest is valuable and under threat, and why it should be protected.)</p>
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<p>Geographical skills and enquiry</p> <p>(Geographical skills and fieldwork)</p>	<p>Map and atlas work</p>	<p>Use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK map or atlas to locate and identify the four countries and capital cities of the United Kingdom.</p> <p>Locate places on a map of the local area using locational and directional language.</p> <p>Follow directions (up, down, left/right, forwards/backwards) and use relative vocabulary (e.g. bigger/smaller, like/dislike).</p>	<p>Use a world map, atlas or globe to name and locate the seven continents and five oceans. Use a UK map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>Follow directions (Up, down, left/right, forwards/backwards, N/E/S/W)</p>	<p>Use a map to identify countries in Europe and North and South America. Use an atlas to describe where the UK is located, and name and locate its four countries and some counties. Use an atlas to locate where they live in the UK and the UK's major urban areas.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Use a simple letter and number grid. Give direction instructions up to four compass points. Use large-scale maps outside.</p>	<p>Use a map to locate some countries in Europe and North and South America. Use a map to locate some of the states of the USA. Use an atlas to locate the UK where they live and locate some major urban areas.</p> <p>Use four-figure grid references. Give direction instructions up to eight compass points. Use a simple letter and number grid confidently. Adeptly use large-scale maps outside.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>Use physical and political maps, atlases and computer mapping to describe some key physical and human characteristics of Europe and South America. Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and the latitude and longitude.</p> <p>Use eight compass points. Use four-figure grid references. Use OS map symbols and atlas symbols. Use maps at different scales. Recognise that contours show height. Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>Measure straight-line distance on a plan.</p>	<p>Use physical and political maps to describe key physical and human characteristics of regions of Europe and South America. Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Use thematic maps for specific purposes.</p> <p>Use eight compass points accurately. Use four-figure grid references and find six-figure grid references. Describe height and slope from a map. Read and compare map scales.</p> <p>Use a scale to measure distances.</p>
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	<p>Fieldwork and investigation</p>	<p>Use aerial photos to identify features of a locality. Draw a simple map.</p> <p>Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.</p> <p>Locate some features of the school grounds on a base map.</p> <p>Follow a teacher led enquiry, to ask and respond to simple closed questions.</p>	<p>Use aerial photos to identify physical and human features of a locality. Draw a simple map with a basic key of places showing landmarks.</p> <p>Keep a weekly weather chart based on first-hand observations using picture symbols and present this data.</p> <p>Locate features of the school grounds on a base map.</p> <p>Ask simple geographical questions; Where is it? What's it like?</p>	<p>Make a simple sketch map with standard symbols. Present information gathered in fieldwork using a simple graph. Use digital maps to identify familiar places.</p> <p>In a group, carry out fieldwork in the local area using appropriate techniques suggested (any of: labelled field sketches, taking photographs, making sound recordings, interviewing local people, questionnaires and taking standard or non-standard measurements).</p> <p>Begin to ask/initiate geographical questions. With support, begin to analyse evidence and draw conclusions.</p>	<p>Make a map of a short route with features in the correct order and in the correct places. Make a simple scale plan of a room. Present information gathered in fieldwork using simple graphs. Use the zoom function of a digital map to locate places.</p> <p>In a group, carry out fieldwork in the local area selecting appropriate techniques (any of: labelled field sketches, taking photographs, making sound recordings, interviewing local people, questionnaires and taking standard or non-standard measurements). Begin to independently analyse evidence and draw conclusions.</p>	<p>Make a sketch map with symbols and a key. Use digital maps to identify human and physical features. Present information gathered in fieldwork using simple graphs.</p> <p>With help, plan, carry out and evaluate fieldwork in an urban area using appropriate techniques (any of: labelled field sketches, taking photographs, making sound recordings, interviewing local people, questionnaires and taking standard or non-standard measurements). Analyse evidence and draw conclusions.</p>	<p>Draw a variety of thematic maps based on their own data and at a range of scales. Begin to draw plans of increasing complexity using OS map/atlas symbols.</p> <p>Use digital maps to research factual information about features. Present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p>Design, plan, carry out and evaluate a fieldwork investigation in an urban area using appropriate techniques (any of: labelled field sketches, taking photographs, making sound recordings, interviewing local people, questionnaires and taking standard or non-standard measurements). Confidently analyse evidence and draw conclusions.</p>
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