Sequencing and Progression of Learning

Subject: Geography

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Children will know that people in other countries may speak different languages. Use google maps and google earth to find their homes and places that they have been to.	Identify the meaning behind each line of an address. Name, locate and identify characteristics of our school. Name, locate and identify characteristics of our local area.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. Identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Explain geographically where each country of the UK is in relation to the others (Scotland is North of England etc.)	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. Identify the position and significance of latitude, the Tropics of Cancer and Capricorn. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Know the 5 largest countries and capital cities in Europe. Label the structure of the earth. Know the location of the tectonic plates and how they can cause earthquakes and volcanoes.	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Know the 5 largest countries and capital cities in North America Know the names and location of the 5 longest rivers. Know the names and location of the worlds 'Seven Summits'.	Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Know the 5 largest countries and capital cities in South America Know what makes the best location for a settlement.	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) Know the name and location of major cities in the United Kingdom. Know what primary, secondary, and tertiary sectors businesses are. Know the human and physical features of Osmington Bay.
Greater Depth in Locational Knowledge	Explain where they live in more depth (Southfields, London, England, UK).	Explain the key features of the local area e.g. Terraced houses, parks.	Name countries or significant places by continent.	Reason what affect the location of countries will have on its climate.	Explain the affect the human features have had on the country's environment.	Compare the similarities and differences between North and South America.	Approximate the time zones of countries by their locations in relation to the Prime Meridian.

Place Knowledge	Talk about their local area. Talk about their home. Children will know that there are many countries around the world. Use VR headsets to look at a different country.	Understand geographical similarities and differences through studying the human and physical geography of our school and the local area. Create an environmental survey for our local area.	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. Analyse and evaluate how differences in geography affect the lives of the people in those countries. Compare the uses between the River Zambezi and the River Wandle. Locate the human and physical features of Southfields.	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. Explain and analyse how the geography of the UK affects those who live here. Analyse the advantages and disadvantages of living near a volcano.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a region within North America. Understand how the USA got its name. Know how human activity affect rivers. Know the location of the UK's tallest mountain and why the capital city is not near it.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South America. Know how South America is linked to my life via imports and exports. Know how recycling works. Know what makes the best location for a settlement. Know how the land use in Southfields has changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Know why we have counties across the country, and boroughs in London. Know the meaning of Fair Trade and why it is important. Know how trading has changed over time.
Greater Depth in Place knowledge	Explain 1 key feature of the local area.	Suggest ideas to improve our local area using our locational and place knowledge.	Analyse and evaluate how differences in geography affect the lives of the people in those countries. Discuss how the environment effects the way wildlife lives in that area.	Reason what the outcome would be of having a Volcano in England.	Explain the impact of the location of capital cities from other countries and compare it to London.	Compare the land use between Southfields and cities in South America.	Evaluate how humans have altered the physical and topographical features of places over time.
Human & Physical geography	Explore the natural world around them. Recognise some environments that are different to the one in which they live.	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: Key physical features, including: forest, hill, mountain, river, season and weather . Key human features, including: city, town, house, office, shop. Identify the order of the months and seasons.	Identify 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.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. Human geography, including: land use.	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: land use, the distribution of natural resources including water.	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, and the distribution of natural resources including energy, food, minerals and water.	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.

Greater Depth in Human & Physical geography	Name and describe a hot place and a cold place and contrast the two.	Explain how spring and summer weather affects different people.	Compare our knowledge of hot and cold places, the equator, and northern and southern hemisphere to Southfields.	Find correlations between the impact and location of physical features.	Compare the similarities and differences between cities in North America and England.	Use data and graphs when reasoning their answers.	Consistently apply their knowledge learnt through KS2 in their answers.
Geographical Skills and Fieldwork	Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, 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. Use world maps, atlases and globes to identify England, our school, and our local area. Create simple measurement devices to record weather conditions. Use the correct mapping conventions.	Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language [for example, 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. Work with Large scale street maps and large scale Ordnance Survey map. Use the correct mapping conventions.	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the four points of a compass, four 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, 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. Use digimaps to locate information. Make inferences from population density maps. Use the correct mapping conventions.	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the four 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, 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. Use digimaps to locate and compare information. Use the correct mapping conventions.	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, 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, 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. Use digimaps to locate, compare information using overlays. Use the correct mapping conventions.	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, 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, 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. Annotate maps on digimaps to locate, compare information using overlays. Use the correct mapping conventions.

Greater Depth in Geographical Skills and Fieldwork	Explain how they get to school, talking about key features they pass and possibly some street names.	Analyse maps to find the quickest route between two places. Use an OS map when studying the local area.	Apply compass skills to explain routes between two places, using directional language.	Choose an appropriate scale for their chosen map.	Independently include relevant sketches and labels when annotating their map.	Use their map to reason the changes made to land use and apply this to their predictions of what may happen in the future.	Apply fieldwork skills (including the use of OS maps) when investigating new locations and comparing them to more well known areas.