

		KS1 Geography progression
Area of study		Skills
Geographical Knowledge		
The UK and local area		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. <i>(E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods.)</i>
		Know about the local area, and name and locate key landmarks. <i>(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.)</i>
The world and continents		Name and locate the seven continents and five oceans on a globe or atlas. <i>(E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)</i>
Geographical Understanding		
Physical themes		Identify seasonal and daily weather patterns in the United Kingdom. <i>(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 webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)</i>
		Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.
		Recognise a natural environment and describe it using key vocabulary. <i>(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.)</i>
Human themes		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. <i>(E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)</i>
Understanding places and connections		Make observations about, and describe, the local area and its physical and human geography. <i>(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.)</i>
		Describe the physical and human geography of a distant place. <i>(E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.)</i>
		Describe their locality and how it is different and similar to the distant place.
Geographical Skills and Enquiry		
Map and atlas work		Use a world map, atlas or globe to name and locate the seven continents and five oceans.
		Use a UK wall map or atlas to locate and identify the 4 countries and capital cities of the UK and its surrounding seas. <i>(E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)</i>
		Describe a journey on a map of the local area using simple compass directions and locational and directional language. <i>(E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.)</i>
Fieldwork and investigation		Use aerial photos to identify physical and human features of a locality.
		Draw a simple map with a basic key of places showing landmarks. <i>(E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)</i>

Lower KS2 Geography progression	
Area of study	Skills
Geographical Knowledge	
The UK and local area	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.
	Locate and describe some human and physical characteristics of the UK. <i>(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.)</i>
The world and continents	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. <i>(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.)</i>
	Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. <i>(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.)</i>
Geographical Understanding	
Physical themes	Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. <i>(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, what it eats.)</i>
	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. <i>(E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)</i>
Human themes	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 vocab to describe the main land uses within urban areas & identify the key characteristics of rural areas. <i>(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.)</i>
	Understand the physical and human geography of the UK and its contrasting human and physical environments.
	Explain why some regions are different from others. <i>(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)</i>
Understanding places and connections	Describe and compare similarities and differences between some regions in Europe and North or South America. <i>(E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)</i>
	Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.
	Understand how physical processes can cause hazards to people and describe some advantages and disadvantages of living in

		hazard-prone areas. (E.g. <i>Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research.</i>)
Geographical Skills and Enquiry		
Map and atlas work		Use a map or atlas to locate some countries and cities in Europe or North and South America.
		Use a map to locate some states of the USA.
		Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. <i>Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy*</i> .)
		Use four-figure grid references.
		Give direction instructions up to eight compass points
		Adeptly use large-scale maps outside. (E.g. <i>Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.</i>)
Fieldwork and investigation		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. (E.g. <i>Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.</i>)
		Carry out fieldwork in the local area selecting appropriate techniques. (E.g. <i>Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.</i>)

*A clear example of a nested hierarchy, whereby sets of events, places or features are embedded within each other like Russian dolls, is a postal address: *house number is in street, is in town, is in county, is in country, is in UK.*

Upper KS2 Geography progression	
Area of study	Skills
Geographical Knowledge	
The UK and local area	Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.
	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. <i>(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.)</i>
The world and continents	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. <i>(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.)</i>
	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. <i>(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.)</i>
Geographical Understanding	
Physical themes	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. <i>(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.)</i>
	Describe and understand a range of key physical processes and the resulting landscape features.
	Understand how a mountain region was formed. <i>(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)</i>
Human themes	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. <i>(E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)</i>
Understanding places and connections	Understand how a region has changed and how it is different from another region of the UK. <i>(E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people.)</i>
	Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. <i>(E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)</i>
	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 & their management, such as avalanches in mountain regions.

		Explain several threats to wildlife/habitats. <i>(E.g. Make an animation to show why the Amazon rainforest is valuable and under threat, and why it should be protected.)</i>
Geographical Skills and Enquiry		
Map and atlas work		Use physical and political maps to describe key physical and human characteristics of regions of Europe or North 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. <i>(E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)</i>
		Use four-figure, and find six-figure, grid references.
		Describe height and slope from a map.
		Read and compare map scales. <i>(E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)</i>
Fieldwork and investigation		Make sketch maps of areas using symbols, a key and a scale.
		Use digital maps to investigate features of an area.
		Present information gathered in fieldwork using a range of graphs. <i>(E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)</i>
		Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. <i>(E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.)</i>