

Geography progression framework

	Y1	Y2	Y3	Y4	Y5	Y6
	<p><b>Our Local Area</b>  <b>People and their communities</b>  <b>Animals and their habitats</b></p>	<p><b>Seasons</b>  <b>Journeys - food</b>  <b>Our Wonderful World</b></p>	<p><b>Climate and weather</b>  <b>Our world</b>  <b>Coasts</b></p>	<p><b>The Americas</b>  <b>Rivers and the water cycle</b>  <b>Earthquakes and volcanoes</b></p>	<p><b>Changes in our environment</b>  <b>Europe- A study of an Alpine region</b>  <b>Journeys - clothes</b></p>	<p>South America- The Amazon                      Global warming and climate change                      Our world in the future</p>
Locational Knowledge	<p>Can locate the UK on a world map.</p> <p>Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</p> <p>Can name most of the nations and capitals of the UK.</p>	<p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can identify and name the relevant continents.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p>	<p>Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.</p> <p>Can identify on a globe or map the position of the Prime/Greenwich Meridian.</p> <p>Can talk about time zones and day and night</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK</p>	<p>Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere</p> <p>Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary</p> <p>Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc</p>	<p>Can describe key physical and human characteristics and environmental regions of Europe.</p> <p>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).</p>	<p>Can locate cities, countries and regions of South America on physical and political maps.</p> <p>Can identify and locate a national or international environmental issue and explain why it is an issue</p> <p>Can name and locate types of industry in the area and give reasons why they have changed over time.</p> <p>Can describe and give reasons for local land use and suggest how this might change in the future.</p>
Place knowledge	<p>Can demonstrate locational awareness, name their local area, and that they live in the UK.</p> <p>Know that people do jobs and that where they live (e.g. coastline) might affect this.</p> <p>Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p>	<p>Can describe in some detail the local area and distant locations' features using images to support answers.</p> <p>Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Have some sense of what animals eat and the dangers (human or physical) animals might encounter</p>	<p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</p>	<p>Can identify and sequence a range of settlement sizes from a village to a city.</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Can offer explanations for the similarities and differences between some regions in North or South America.</p> <p>Can describe how the human and physical characteristics are connected for one or two regions in North or South America.</p>	<p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can describe how a (local) region has changed and how it is different from another region of the UK.</p> <p>Know that human activity is influenced by climate and weather and can give examples.</p> <p>Can describe hazards from physical environments and their management, such as avalanches in mountain regions</p>	<p>Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.</p> <p>Can illustrate how human activity is influenced by climate and weather.</p> <p>Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</p>

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Human and physical knowledge	<p>Show an awareness of weather differences.</p> <p>Can make comparisons when prompted with the weather in your area.</p> <p>Identify seasonal weather patterns.</p> <p>Know the four seasons and the correct order</p>	<p>Can identify seasonal and daily weather patterns in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Start to give reasons why the UK has the weather it does (e.g. wind).</p> <p>Can describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</p>	<p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</p> <p>Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</p>	<p>Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.</p> <p>Can describe a volcano, volcanic eruption and an earthquake.</p>	<p>Can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Can describe how a mountain region was formed.</p> <p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).</p> <p>Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</p> <p>Can describe how food production is influenced by climate.</p> <p>Know that products we use are imported as well as locally produced.</p> <p>Can name our energy sources and natural resources.</p>	<p>Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Can compare the Amazon and Alpine regions, identifying similarities and differences.</p> <p>Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can identify and justify deforestation as an environmental issue.</p> <p>Can describe where our energy and natural resources come from.</p>

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<p><b>Geographical Vocabulary</b></p>	<p>Know about the local area and can name and locate key landmarks.</p> <p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</p> <p>Can describe the physical and human geography of a distant place.</p> <p>Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p>	<p>Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</p> <p>Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Can identify and name some of the wonders (of the world).</p>				
<p><b>Geographical skills and fieldwork</b></p>	<p>Can locate the UK and name the countries of the UK.</p> <p>Can use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.</p> <p>Can use a wall map or atlas to locate and identify countries taught in the unit.</p>	<p>Can use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Can use atlas, map or globe to locate some wonders (of the world).</p>	<p>Can use the zoom function of a digital map to locate places and gather information</p> <p>Can use most of the vocabulary introduced in the unit when talking about their map.</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK</p>	<p>Can use a map to locate some states of the USA.</p> <p>Can relate continent, country, state and city. Can identify states in North America using a map.</p> <p>Can use the zoom function of a digital map to locate places.</p> <p>Can use the zoom function of a digital map to locate places</p>	<p>Can use maps to locate the Alps and identify the physical features of the region.</p> <p>Can use base maps to create their own maps of the Alpine region.</p> <p>Can use maps to locate places and countries that locally available products come from.</p>	<p>Can locate Brazil and the Amazon Basin and River and describe features studied.</p> <p>Can use a range of resources to locate national and global environmental issues.</p> <p>Can use digital maps to investigate and describe features of an area.</p>