





# Geography Progression Map

## Years 1 – 6



	Autumn		Spring		Summer		
<b>Year 1</b> <p><b>Children working at the expected standard:</b>            I can name and talk about buildings and features of where I live.            I can ask questions about where I live.            I can show and talk about different types of houses and buildings in the local area.            I can talk about simple features on a map.            I can draw a map showing some features of the local area.            I can show and talk about buildings and features in the local area.            I can spot old and new buildings.            I can make a simple map showing features of the local area.            I can talk about where I live using more vocabulary.</p> <p><b>Children working at greater depth:</b>            I can talk about local places with accuracy using correct place names.            I can compare buildings where I live and talk about the things they have the same or different.            I can work with more accuracy and detail on my map showing more features of the local area.</p>			<p><b>Children working at the expected standard:</b>            I can show the features of a hot and cold place – such as temperature, weather, physical features and animals.            I can talk about how people survive living in hot and cold places.            I can name the four countries of the UK. I can name capital cities and our town.            I can show and talk north, east, south and west.</p> <p><b>Children working at greater depth:</b>            I can use data in my findings and talk about this with understanding. I can give reasons why places are hot and cold.            I can name some rivers, and other cities / towns.            I can show and talk NW, SW, NE, SE.</p>		<p><b>Children working at the expected standard:</b>            Can talk about the weather in Spring.            Can talk about the season of Spring.            Can observe, record and measure the weather.            Can talk about the weather data they have recorded.            Can ask and answer questions about the weather.</p> <p><b>Children working at greater depth:</b>            Can use data to show effect of seasonal change and give reasons to how the weather affects us.            Can measure with accuracy.            Can talk about patterns they see.</p>		
<b>Year 2</b> <p><b>Autumn 1: Lord Lever and Port Sunlight</b>  <b>Children working at the expected standard:</b>            I can talk about the physical features of Port Sunlight – flat land, deep river bed, River Mersey, River Dee.            I can identify many human features.            I can use correct locational and directional language.            I can talk about some of the things as MP does.</p> <p><b>Children working at greater depth:</b>            Use more subject specific vocabulary with independence.            I can make links from previous field trips with independence being a learning buddy to others.            Recall compass points NE, SE, NW, SW with independence.</p>	<p><b>Spring 2: China</b>  <b>Children working at the expected standard:</b>            I can use geographical words and phrases.            I can use an atlas to find China and some of the geographical features.            I can create a map of China, label places and some geographical features.            I can use geographical words to talk about a landscape.            I can draw a picture to show geographical features and label these.            I can label features of a photograph using geographical words.            I can describe some of the differences and similarities between schools in China and in the UK.</p> <p><b>Children working at greater depth:</b>            I can use accurate vocabulary to identify geographical places. I can talk confidently about how maps work.            I can independently extend my learning by adding features from the Atlas            Able to support others and explain how the cross section diagram works.            I can explain my understanding to others and be a learning buddy to others when talking about China</p>		<p><b>Summer 2: Pirates on Tour</b>  <b>Children working at the expected standard:</b>            I can name the countries of the UK and their capital cities.            I can identify the continents and oceans of the world.            I can use grid references to locate places.            I can show what facilities a settlement needs.            I can show what jobs need to be done to help people survive.            I can show how people harm a settlement and how they can improved it.</p> <p><b>Children working at greater depth:</b>            I can <b>accurately and effectively link learning from previous lessons</b> by including compass directions.            I can name some other places in the UK / counties around the world and locate them.            I can extend my learning by adding additional features.</p>				
	<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>	<b>Topic 5</b>		
<b>Year 3</b> <p><b>Port Sunlight</b>            I can understand where Port Sunlight is located in relation to the rest of the UK.            I can develop knowledge of Port Sunlight by visiting and conducting a fieldwork enquiry.</p> <p>I can identify and record physical human features during fieldwork using sketches.            I can identify physical and human features on a photograph of Port Sunlight.            I can think of my own questions to investigate before a fieldwork visit.            I can use a range of sources of geographical information maps, atlases, digital/computer mapping to describe what places were like then and now.            I can use ordnance survey maps to study Port Sunlight.</p>	<p><b>UK</b>            I can name and develop knowledge of some geographical regions of the UK.            I can begin to describe a region.            I can compare a region a different region of the UK to North West England.            I can begin to identify the different physical geography of the regions of the UK eg: North West and Scottish highlands have many lakes, Pennines in the Midlands, rolling hills and countryside in south of England.            I can understand that human impact the geography of the UK. I can use atlases to locate pictures of landscape features on a UK map.            I can annotate blank maps of the UK, drawing and naming major regions.</p>		<p><b>Rivers and Mountains</b>            I can describe what places around the world are like in geographical term.            I can name other world cities which lie on a river.            I can name and locate some of the major hills, mountains and rivers on a blank baseline map.            I can understand how and why types of rocks are in our local area.            I can label parts of the river with appropriate terms eg: source, tributary, mouth or delta.            I can use four figure grid references to locate specific features of rivers, coasts and mountains.            Interpret OS symbols for mountains, coasts, rivers, contour lines and identify on a map.</p>		<p><b>Stone Age</b>            I can list the advantages of cities or towns being established on the banks of a river. ( For easiest travel, trade, irrigating crops, fishing, water supply, waste disposal, spiritual reasons) I can explain how humans changed landscapes over time from the Prehistoric times by changing and using physical features.</p>		<p><b>Ancient Egypt</b>            I can compare the earliest settlements in the UK during the Stone Age with the civilisations which thrive on rivers such as the Nile.</p>

	I can observe and record landscape features in the local area using sketch maps and digital technologies.	I can use co-ordinates. I can begin to understand scale on a map.			
<b>Year 4</b> 		<b>Antarctica</b> I can describe the environmental region of Antarctica I can research and present information a variety of places in the continent. eg: Antarctic Peninsula, South Pole. I can produce a fact file, which includes maps, on Antarctica. I can describe and understand a selected key aspect of physical geography Antarctica eg: glaciers I can compare the key aspects of physical geography in the UK to Antarctica. I can combine information from different sources to build up explanations. I can apply map skill to one of the GIS missions on the Mapzone website.			<b>Europe</b> I can apply my knowledge of the UK from year 3 when comparing the two regions. I can produce a persuasive travel brochure for two chosen regions using geographical vocabulary. I can name and locate some of the countries in Europe. I can compare one UK region with one region abroad. I can describe geographical differences between the UK region and a region overseas. I can use atlases, digital mapping and aerial views to describe key physical and human features of Europe. I can compare two regions using maps and drawing their own. I can interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate two chosen regions. I can use and understand simple grid with letters and numbers and 4 grid figure references. I can describe a place, which I have never visited, by interpreting symbols, contours etc and drawing a conclusion. I can interpret and understand ordinance survey symbols to identify key physical and human features on UK maps.
<b>Year 5</b> 		<b>Liverpool</b> I can list some of the main cities of the UK. I can identify some counties of the UK on a map. I can compare Liverpool to Bebington whilst understanding the difference between a village, town and city. I can describe and understand how key aspects of physical and human geography influenced the location and growth of Liverpool. I can study how land use, economic activity, trade links and the distribution of resources influenced the growth of Liverpool. I can transfer the names of some of the cities of the UK on a blank map from an atlas. I can conduct a fieldwork activity on a walk of Liverpool. I can use and interpret a range of sources of geographical information, including maps,		<b>North and South America</b> I can name and locate countries and key cities of North and South America using an atlas. I can draw line in approximately the correct place for the equator, tropics and Arctic/Antarctic circles on a flat map of the world. I can draw the Prime Greenwich Meridian on a baseline map of the world and understand the significance to the rest of the world. I can describe all the different environmental regions within North and South America. I can produce a fact file about earthquakes and volcanoes. I can compare the Caribbean to Liverpool and a region in Europe: Recognise geographical features which are the same in all three. I can write a persuasive tourist brochure for one of the regions or take part in a debate to decide which	

		<p>diagrams, aerial photographs and Geographical Information Systems (GIS).</p> <p>I can use a compass to observe and record human/physical features in all 8 compass directions and produce a sketch map of the area.</p> <p>I can use an Ordnance Survey map to locate features.</p>		<p>is the best region to visit justifying with geographical language and reasons.</p> <p>I can describe and understand key aspects of physical geography of North and South America including climate zones, volcanoes and earthquakes.</p> <p>I can explain how volcanoes form and locate sites of recent earthquakes on a map of North and South America</p> <p>I can use maps and photographs to identify the different environmental regions of the continent, its biomes and vegetation belts and refer to the lines of latitude.</p> <p>I can describe and understand differences and similarities in physical geography (eg. climate, vegetation, volcanoes and earthquakes)</p> <p>I can compare three aspects of human geography eg. types of settlement, land use, economic activity, trade, natural resources etc.</p> <p>I can use atlases, satellite images, aerial views and digital mapping to describe the key physical and human characteristics eg: different environmental regions and major cities.</p> <p>I can understand the Earth's key physical processes and how they are interrelated in the formation and use of landscapes eg mountain formation/ tectonic plates.</p> <p>I can use maps to locate the position of the tropics, equator and the Prime Greenwich Meridian line.</p> <p>I can explain the difference and significance of lines of latitude and longitude.</p>	
<p><b>Year 6</b></p> 	<p><b>WW2</b></p> <p>I can know how aspects have changed over time.</p> <p>I can understand how pivotal moments in history can impact physical and human geography.</p> <p>I can understand which countries were impacted and invaded during WW2.</p> <p>I can use atlases to find out more about the UK including counties and cities.</p>	<p><b>Syria</b></p> <p>I can name, label and locate some countries in Asia.</p> <p>I can describe in writing, supported by an annotated map, different environmental regions within Asia using Y6 level geographical vocabulary.</p> <p>I can identify the position and significance of latitude, longitude, equator, N/S hemisphere, Tropics of Cancer and Capricorn, Arctic/Antarctic circle and time zones within the context of Asia.</p> <p>I can understand geographical similarities and differences through the study of a region of the UK and Syria.</p> <p>I can give reasons for the differences between the UK and Syria.</p> <p>I can describe and understand Asia's key aspects of physical and human geography using precise geographical vocabulary.</p> <p>I can use an atlas efficiently to support recognition of the countries, cities and major rivers of Asia and can transfer to an outline base map.</p>			<p><b>Coasts</b></p> <p>I can name and locate some of the cities and counties of the UK.</p> <p>I can know more about the geographical regions of the UK and their identifying key physical, human and topographical features.</p> <p>I can locate local rivers and coastlines whilst understanding the geographical differences e.g peninsula, river, coastline.</p> <p>I can locate the different oceans of the world on a blank map.</p> <p>I can use precise geographical words when describing geographical features and processes e.g erosion, deposition, cliff, bay.</p> <p>I can give a few reasons for the impact of geographical influences or effects on people e.g flooding</p> <p>I can interpret a range of geographical sources e.g maps, and aerial photographs, to find information about the UK.</p>

		<p>I can use geographical resources to describe key physical and human characteristics e.g. all the different environmental regions and major cities.</p>			<p>I can confidently use Geographical Information Systems (GIS).</p> <p>I can use a 1:10.000 and 1:50.000 OS map and understand scale whilst also being able to follow a route of a river on 1:50.000 OS map.</p> <p>I can use and understand different types of maps e.g projections, relief, thematic maps and realise the purpose of a map, scale, symbols and style are related.</p> <p>I can draw a detailed sketch map using symbols and a key.</p> <p>I can know and give directions locally using 8 compass points.</p> <p>I can use OS symbols and 6 figure grid references on maps to describe what a place is like before it is visited in person.</p>