

Learn together, grow together

Progression in Geography



In Geography, children will learn and make sense of the world around them. They will discover how different areas have changed over time and the impact that humans and nature have on the environment. Children will investigate a range of places, learning to value the places and their people. They will leave Medina with a developed mental picture of the world.

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Draw information from a simple map.	Use picture maps, atlases and globes and Aerial maps to identify our local area and hot and cold places.	Use a simple atlas (Collins Primary) to identify the world's seven continents and 5 oceans on a map.	Use maps to locate the world's countries – focussing on Europe.	Use maps to locate the world's countries – focussing on Europe including major cities.	Use maps, atlases, globes and digital mapping to locate the world's countries – focussing on those with major mountain ranges, rivers and trade.	Use maps, atlases, globes and digital mapping to locate the world's countries – focussing on North and South America.
		Identify the UK and its countries.	Locate the UK, its countries and capitals.	Name and locate (local) counties of the United Kingdom.	Name and locate counties of the United Kingdom – identify land-use patterns and how aspects have changed over time.	Name and locate counties of the United Kingdom – identify topographical features (hills, mountains, coasts and rivers).	
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Identify different continents on a map and sort animals to the continents where they belong.	Use atlases to identify at least one country from each continent – can be done as a game/starter.	Identify the position significance of latitude, longitude and the equator.	Identify the position significance of the Tropics of Cancer and Capricorn.	Identify the position and significance of the Arctic and Antarctic Circle.	Identify the position and significance of the Prime/Greenwich Meridian and time zones.
	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.		Locate and compare a contrasting non-European country - Brazil - Identify which continent it is in - Identify where the Equator is - Identify which oceans surround it				
Place knowledge - UK	Recognise some similarities and differences between life in this country and life in other countries.		Find out some human and physical geographical facts about each of the UK countries, e.	Find out some human and physical geographical facts about a region of the United Kingdom, e.g.	Find out some human and physical geographical facts about a region of the United Kingdom, e.g. types of settlement,		

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				types of settlement, land use, rivers.	land use, the water cycle.		
Place Knowledge- The World	Understand the effect of changing seasons on the natural world around them.			Find out some human and physical geographical facts about a region of a European country, e.g. types of settlement, land use, economic activity, climate zones and natural resources (focussing on food). Greece	Compare the human and physical features of within Southern Italy, e.g. natural resources, economic activity, Agriculture	Locate mountain range (Andes) in South America. Find out some physical geographical facts about the Amazon river basin and mountainous regions of South America (rivers and mountains).	Find out some human and physical geographical facts about the southwest region of North America e.g. biomes, rivers, climate, (focus on Chihuahuan desert).
Human and Physical Features Progression	School, trees, weather	Human, Physical Pond, Field Flat, Town House, City Temperature, School	Weather buildings, roads, hospital, forests and woodlands, fields, hill, coastline, soil, valley.	Tourism, Climate Types of settlement Land use	Settlements and Land use BIOMES	Rivers, Mountains	Population Economic Activity Volcano
Comparisons – Human and Physical	Recognise some environments that are different from the one which they live.		Compare the human and physical features of Portsmouth and Brasilia e.g. rainforest, vegetation, animals, types of building, weather Identify seasonal and daily weather patterns in the United Kingdom.	Compare the human and physical features of within the South East of England, e.g. rivers and land use Compare the human and physical features of within mainland Greece, e.g. land use and food	Compare locations within the South Coast – Cosham and Lee-on Solent		

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Geographical skills and fieldwork		Use simple fieldwork and observational skills to study the geography of the school grounds and its surrounding area its key features.		Use fieldwork to observe, measure and record the human and physical features in the school grounds and local area its key features.		Use fieldwork to observe, measure and record the human and physical features in the local area and its key features. Present data in various ways, including: sketch maps, graphs and digital technologies.	
		Use basic aerial photos and digi-maps (of the school grounds) to recognise landmarks and basic human and physical features, e.g. pirate ship, trim trail, art block, trees, pond.	Use aerial photos and digi-maps to recognise landmarks and basic human and physical features, e.g., aerial photos of 100 acre wood and surrounding area. How do we know it's a forest from the photo?	Use fieldwork to compare two contrasting local areas e.g. Cosham & Titchfield), including using digital technologies and sketch maps.	Use fieldwork to observe and record how the human and physical features of a local area have changed over time.	Use fieldwork (a river in Hampshire) to observe, measure, record and present the human and physical features in the local area (rivers, trade) using sketch maps and graphs.	Use fieldwork (in the local area – linking to earthquakes- in order to understand the impact of a natural disaster) to observe, measure and record the human and physical features using sketch maps and digital technologies
Map skills grid references				Begin to use four-figure grid references to locate features on a map.	Use four-figure grid references to locate features on a map	Accurately use four-figure and begin to use six-figure grid references on an OS map.	Accurately use six-figure grid references on an OS map.
Geographical Skill Map skills - Drawing	Draw information from a simple map.	Draw basic maps e.g. of the playground and create own symbols	Draw a map of school grounds and our walk to Cosham library. Use a simple key.	Draw simple maps of a familiar short route using OS symbols	Draw an accurate map of a short route using OS symbols	Draw a sketch map with relatively sized features using OS symbols and a key.	Draw a sketch map with relatively sized features using OS symbols, keys and scale.
Geographical Skills – using Maps		Use world maps, atlases and globes to identify the United Kingdom and its countries as well	Use world maps, atlases and globes to identify the United Kingdom and its countries and capitals,	Use atlases and Digimaps to locate countries and describe features studied, e.g.	Use atlases and Digimaps to locate countries and describe features studied, e.g. biomes, Tropics of	Use atlases and Digimaps to locate countries and describe features studied, e.g.	Use atlases and Digimaps to locate countries and describe features studied, e.g. time

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		as continents and oceans.	as well as continents, oceans and Brazil.	equator, land use, types of settlement.	Cancer and Capricorn, land use.	rivers, mountains, trade links, natural resources.	zones, land use, volcanoes and earthquakes.
Geographical Skills - Compass		Use simple directional language (near, far, left, right) to describe the location of features and routes on a map. Begin to use simple compass directions, e.g. <i>describe location of items on playground - pirate ship, bins, trim trail, hundred-square.</i>	Use four-point compass directions to describe location of features and routes on a map	Confidently use the 4-point compass to give directions and identify features on a map of Hampshire.	Begin to use the 8-point compass to give directions and identify features on a map of a coastal region in the south of England.	Confidently use the 8-point compass to follow and give directions and identify features on a map of a river in Hampshire.	Accurately use the 8-point compass to follow and give directions and identify features on a map of the desert region of North America.
Field work key questions		What human and physical features are there in Cosham? Which areas in the school are hot? Cold?	What different types of building are there in Cosham? Tally Does this week's weather match the forecast? Record in table How is the weather different in Brasilia to Portsmouth?	Does our local area or Greece have more resources for tourists? Tally and bar graph What types of buildings are there in Titchfield? How are they the same or different? Tally, photos	What types of crops are grown in Italy? How has Lee-on Solent changed over time? Present on map (Digimaps) Comparative table What are the pros and cons of living by the coast? Talk to residents in Lee-on Solent. Write a summary paragraph	How fast does the river flow? How quick does water soak into different surfaces? Line graph Which areas flood the quickest? Where does my dinner come from? Look at school dinner menu and map food origins onto digimaps.	Where in the school would be safest if there was an earthquake? Table and heat map Which areas do natural disasters have the worst effect on? Summary paragraph