

Geography subject progression guide

Locational knowledge (where it is) Key Objectives to be assessed ALL TERMS	Core subject knowledge – human and physical geography	Map work (maps & symbols, atlases, globes, plans, compass bearings, digital mapping)	Fieldwork (primary investigation and observation)
GLOBAL EUROPE LOCAL	ENSURING SUSTAINABILITY COMPARING PLACES PHYSICAL	DIRECTION DRAW USE and LOCATE	USING EQUIPMENT / COLLECTING DATA OBSERVATIONAL DRAWING MAKING CONCLUSIONS
Year 1/2			
<p style="text-align: center;">GLOBAL</p> <p>Recognise and locate the continents, oceans and hot and cold regions in the world</p> <p>S: knows that the earth is split into areas of land and oceans. D: Can recognise and locate the continents, oceans and hot and cold regions in the world P: Can name the continents, oceans and hot and cold climates on a blank world map.</p>	<p style="text-align: center;">SUSTAINABILITY</p> <p>Understands that the planet’s natural resources are being overused (deforestation, over population, water shortage, over fishing, landfill).</p>	<p style="text-align: center;">DIRECTION</p> <p>Follows simple direction, e.g. NSEW, up/down, left/right, forwards/backwards</p> <p>S: Can follow directions: up/down forwards/backwards D: Can follow directions: left/right, N/S/E/W P: Can use 8 points of a compass</p> <p>Term 2, A Term 1 B</p>	<p style="text-align: center;">USING EQUIPMENT / COLLECTING DATA</p> <p>Uses equipment (e.g. cameras, recording device, measuring tools) accurately to collect and record data</p> <p>S: Can use a piece of simple measuring equipment (metre stick, measuring tape, trundle wheel) to measure short distances in the school environment. D: Use different types of measuring equipment to collect data accurately and record simply. P: Plans use of different equipment to achieve a particular aim</p> <p>Term 1, A, Term 3, A Term 2 B</p>
<p style="text-align: center;">EUROPE</p> <p>Locate and identify on a map/atlas, the countries within the UK, London and surrounding seas.</p> <p>S: Can locate the UK on a world map. D: Can locate and identify on a map/atlas, the countries within the UK, London and surrounding seas. P: Can locate and identify on a map/atlas, the major cities in the UK.</p>	<p style="text-align: center;">COMPARING PLACES</p> <p>Compares places that are notably different considering climate, urban v rural and significant human and physical features.</p> <p>Term 1, A Term 1 B</p>	<p style="text-align: center;">DRAW</p> <p>Can draw a picture map and plan of imaginary and familiar settings using symbols/key</p> <p>S: Can add to a partially completed map of a familiar setting. D: Can draw own map of familiar setting using some appropriate symbols. P: Can draw a map using an appropriate key.</p> <p>Term 2, A Term 2 B</p>	<p style="text-align: center;">OBSERVATIONAL DRAWING</p> <p>Uses observational drawing as part of a geographical survey in familiar environments, adding labels.</p> <p>S: Draw simple observations of things in familiar environments. D: Draw observations in familiar environments adding labels, with accuracy P: Draw observations with an exceptional level of detail and accuracy</p> <p>Term 1, A, Term 3, A</p>
	<p style="text-align: center;">PHYSICAL (Weather)</p> <p>Understands seasonal and daily weather patterns in the United Kingdom</p> <p>Term 1 B Term 2 B</p>	<p style="text-align: center;">USE and LOCATE</p> <p>Can use a simple map with a key</p> <p>S: Can find their own location on a map of the school using a key D: Can use a simple map with a key to navigate a familiar setting (village, nature reserve, school grounds etc) P: Uses a map to navigate the most efficient routes to named places</p> <p>Term 1, A, Term 2, A Term 2 B</p>	<p style="text-align: center;">MAKING CONCLUSIONS</p> <p>Explains and describe the data collected to make conclusions.</p> <p>S: Can describe simple patterns in data. D: Explain and describe the data collected to make conclusions. P: Explain and describe the data collected and plan next steps in their research</p> <p>Term 3, A Term 2 B</p>

Year 3/4

<p align="center">GLOBAL</p> <p>Recognises and name large features of the globe, e.g. continents, oceans, countries, equator, n and s hemisphere, latitude and longitude</p> <p>S: Can name the 7 continents and some countries D: Can name continents, oceans, various countries, equator, N and S, longitude and latitude. P: Can name, show on a map and describe the location of a place accurately using the features above in their description.</p>	<p align="center">SUSTAINABILITY</p> <p>Understands the causes and impact of climate change and knows about alternative energy sources.</p> <p>Term 1, A</p>	<p align="center">DIRECTION</p> <p>Uses the 8 points of a compass and letter number co-ordinates to describe a position.</p> <p>S: To use 8 points of compass or co-ordinates to describe a position. D: Uses compass points and number co-ordinates to describe position. P: Can describe the locations of two places in relation to each other using directional vocabulary (8 compass points, grid references)</p> <p>Term 2, B</p>	<p align="center">USING EQUIPMENT / COLLECTING DATA</p> <p>Understands that geographical survey requires the collection of data over time</p> <p>S: Completes a geographical survey over time following prompts D: Can conduct a geographical survey recording the data accurately P: Proposes geographical surveys and justifies their decisions</p> <p>Term 3, A Term 1 B</p>
<p align="center">EUROPE AND LOCAL</p> <p>Name and locate: countries in Western Europe, Cambridgeshire and bordering counties in the UK.</p> <p>S: Name and locate some countries in Western Europe D: Name and locate countries in Western Europe and some counties in the UK. P: Can also name some extra human and physical features of those countries and counties.</p>	<p align="center">COMPARING PLACES</p> <p>Compares two capital cities considering land use, economic activity and distribution of natural resources</p> <p>Term 2, A, Term 3, A Term 2, B</p>	<p align="center">DRAW</p> <p>Can draw plans and maps to scale using standard symbols/ key</p> <p>S: Can draw plans and maps considering the scale using some standard symbols D: Can draw plans and maps to scale using standard symbols/ key P: Can draw detailed plans and maps at a range of scales using a detailed, well thought out key.</p> <p>Term 2, A Term 2, B</p>	<p align="center">OBSERVATION</p> <p>Records field observations with detailed explanatory labels.</p> <p>S: Can draw or record an observation and add simple labels D: Can record an observation with detailed explanatory labels. P: Records and uses observations to support a theory</p> <p>Term 1, A Term 1 B</p>
	<p align="center">PHYSICAL (The Water Cycle)</p> <p align="center">Vocabulary</p> <p>To understand the key features and vocabulary involved.</p> <p align="center">Process</p> <p>To understand how the physical feature is formed / created.</p> <p align="center">Impact</p> <p>To consider the impact on local and global life.</p> <p>Term 1, A</p>	<p align="center">USE AND LOCATE</p> <p>Uses maps and plans (atlases, globes and digital mapping) at different scales</p> <p>S: Can use maps of different scales to locate given places and features. D: Uses maps at different scales to plan and navigate a route in the local area</p> <p>Term 2, A Term 2, B</p>	<p align="center">MAKING CONCLUSIONS</p> <p>Records the main points of what they have found out from their data, using appropriate geographical vocabulary to describe the places or features.</p> <p>S: Can verbally explain the main conclusions from their data D: Records and explains the main conclusions from their data, using appropriate geographical vocabulary to describe the places or features P: Can provide geographical justifications for their findings</p> <p>Term 3, A Term 1 B</p>

Year 5/6

<p align="center">GLOBAL</p> <p>Understand the difference between a continent and a country and describe key features of a continent, e.g. key countries, time zones, physical features, population, wealth and ethnicity.</p> <p>S: Can name on a map some countries within a specific continent. D: Can describe key features of a continent, e.g. key countries, time zones, physical features, population, wealth and ethnicity.</p>	<p align="center">SUSTAINABILITY</p> <p>Understands how humans could live more sustainably and takes action.</p> <p>Term 2 B</p>	<p align="center">DIRECTION</p> <p>Can follow a short route on an OS map describing features as they go.</p> <p>S: Can follow a simple route on an OS map around the local area, using and noting features/symbols as they go. D: Can follow a more complex route using an OS map, encompassing a wider range of features/symbols. P: Follow detailed route on OS map using compass bearings</p> <p>Term 1 B</p>	<p align="center">USING EQUIPMENT / COLLECTING DATA</p> <p>Selects appropriate equipment and methods, including a range of measuring instruments, questionnaires.</p> <p>S: Plans how to conduct a given project appropriately D: Plans their own geographical research appropriately</p> <p>Term 1, A, Term 1 B</p>
<p align="center">EUROPE</p> <p>Name and identify well known physical features in the UK/Europe e.g. mountain ranges, seas and rivers.</p> <p>S: Can identify some well-known physical features in the UK D: Can name and identify well known physical features in the UK/Europe</p>	<p align="center">COMPARING PLACES</p> <p>Investigates both local and more distant places, analysing sources to make detailed comparisons considering land use, economic activity and distribution of natural resources.</p> <p>Term 3, A Term 2 B</p>	<p align="center">DRAW</p> <p>Can draw plans and maps to scale using standard symbols/ key</p> <p>S: Can draw plans and maps considering the scale using some standard symbols D: Can draw plans and maps to scale using standard symbols/ key P: Can draw detailed plans and maps at a range of scales using a detailed, well thought out key.</p> <p>Term 3, A</p>	<p align="center">OBSERVATIONAL DRAWING</p> <p>Produces annotated sketches which describe and explain geographical processes and patterns.</p> <p>S: Can sequence given drawings of geographical processes adding simple annotations D: Can produce annotated sketches which describe and explain geographical processes and patterns. P: Produced detailed sketches which develop the reader's understanding of the geographical process</p> <p>Term 1, A, Term 2, A</p>
	<p align="center">PHYSICAL (Rivers, mountains, volcanoes and earthquakes, climate zones)</p> <p align="center">Vocabulary</p> <p>To understand the key features and vocabulary involved.</p> <p align="center">Process</p> <p>To understand how the physical feature is formed / created.</p> <p align="center">Impact</p> <p>To consider the impact on local and global life.</p> <p>Term 1, A, Term 2, A Term 2 B</p>	<p align="center">USE AND LOCATE</p> <p>Use maps accurately using scales to measure distance and four and six figure co-ordinates to locate features.</p> <p>S: Can use 4 and 6 figure coordinates to locate features on a map D: Can use maps at different scales to measure distance</p> <p>Term 2, A Term 1 B</p>	<p align="center">MAKING CONCLUSIONS</p> <p>Analyses data collected and evaluate the quality of the evidence.</p> <p>S: Can describe and suggest reasons for simple patterns in data collected. D: Can analyse data collected and discuss its quality. P: Can analyse data collected, suggesting ways of improving the range and quality of data to make conclusions more valid.</p> <p>Term 3, A</p>
Enhanced curriculum			
<p align="center">Demonstrates an exceptional knowledge of world geography.</p>	<p align="center">Appreciates how people's values and attitudes can affect geographical issues.</p>	<p align="center">Can accurately draw and use maps and plans selecting the appropriate scale, symbols, key, etc.</p>	<p align="center">Plan and carry out a fieldwork investigation, including a pilot study, analysing data and drawing conclusions.</p>

