

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	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>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.</p>	<p>Use picture maps, atlases and globes to identify hot and cold places.</p> <p>Identify different continents on a map and sort animals to the continents where they belong.</p> <p>Identify the UK and its countries.</p>	<p>Use a simple atlas (Collins Primary) to identify the world's seven continents and 5 oceans on a map.</p> <p>Use atlases to identify at least one country from each continent – can be done as a game/starter.</p> <p>Locate the UK, its countries and capitals.</p> <p>Locate and compare a contrasting non-European country - Brazil</p> <ul style="list-style-type: none"> • Identify which continent it is in • Identify where the Equator is • Identify which oceans surround it 	<p>Use maps to locate the world's countries – focussing on Europe.</p> <p>Name and locate (local) counties of the United Kingdom.</p> <p>Identify the position and significance of latitude, longitude and the equator.</p>	<p>Use maps to locate the world's countries – focussing on Europe including major cities.</p> <p>Name and locate counties of the United Kingdom – identify land-use patterns and how aspects have changed over time.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn.</p>	<p>Use maps, atlases, globes and digital mapping to locate the world's countries – focussing on those with major mountain ranges, rivers and trade.</p> <p>Name and locate counties of the United Kingdom – identify topographical features (hills, mountains, coasts and rivers).</p> <p>Identify the position and significance of the Arctic and Antarctic Circle.</p>	<p>Use maps, atlases, globes and digital mapping to locate the world's countries – focussing on North and South America.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones.</p>
Place knowledge	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one which they live.</p>		<p>Find out some human and physical geographical facts about each of the UK countries, e.g. buildings, roads, hospital, forests and woodlands, fields, hill, coastline, soil, valley.</p> <p>Compare the human and physical features of Portsmouth and Brasilia e.g. rainforest, vegetation, animals, types of building, weather</p>	<p>Find out some human and physical geographical facts about a region of the United Kingdom, e.g. types of settlement, land use, rivers.</p> <p>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</p>	<p>Find out some human and physical geographical facts about a region of the United Kingdom, e.g. types of settlement, land use, the water cycle.</p> <p>Find out some human and physical geographical facts about a region of a European country, e.g. climate zones, economic activity,</p>	<p>Locate mountain range (Andes) in South America.</p> <p>Find out some physical geographical facts about the Amazon river basin and mountainous regions of South America (rivers and mountains).</p>	<p>Find out some human and physical geographical facts about the southwest region of North America e.g. biomes, rivers, climate, (focus on Chihuahuan desert).</p>

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			Identify seasonal and daily weather patterns in the United Kingdom.	natural resources (focussing on food). 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.	natural resources (food and agriculture). Compare the human and physical features of within Southern Italy, eg natural resources, economic activity.		
Human and physical geography	Understand the effect of changing seasons on the natural world around them.	From an aerial map, identify human features, eg city, houses and flats, schools, shops, places of worship, hospital, roads. From an aerial map, identify physical features, e.g. land-mass, trees, field, and lake. Identify the location of hot and cold areas of the world, using vocabulary: equator, North and South Poles.	Use vocabulary: Physical: forest, mountainous, sea, ocean, soil, vegetation, season, weather, coastline. Human: city, village, factory (Portsmouth).	Use a range of maps, identify human features of a region of the United Kingdom and a region of a European country, e.g. types of settlement and land use. Use a range of maps, identify physical features of a region of the United Kingdom and a region of a European country, e.g. climate zones.	Identify biomes and vegetation belts – focussing on Africa. Use a range of maps, identify human features of a region of the United Kingdom and a region of a European country, e.g. types of settlement and land use. Use a range of maps, identify physical features of a region of the United Kingdom and a region of a European country, e.g. climate zones, volcanoes, the water cycle.	Describe and understand some key physical features - focussing on rivers, mountains (including climate) and the water cycle. Describe and understand some key human features– focussing on economic activity (including trade links) and the distribution of natural resources (focussing on energy and water).	Identify, describe and understand volcanoes and earthquakes. Use a range of maps, identify human features of a region within North America, eg natural resources (energy and minerals). Use a range of maps, identify physical features of a region within North America, e.g., climate zones, biomes.
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 world maps, atlases and globes to identify the	Use world maps, atlases and globes to identify the United	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	Draw a sketch map with relatively sized features using OS

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		<p>United Kingdom and its countries as well as continents and oceans.</p> <p>Draw basic maps e.g. of the playground and create own symbols.</p> <p>Use simple directional language (near, far, left, right) to describe the location of features and routes on a map.</p> <p>Begin to use simple compass directions, e.g. <i>describe location of items on playground - pirate ship, bins, trim trail, hundred-square.</i></p> <p>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.</p>	<p>Kingdom and its countries and capitals, as well as continents, oceans and Brazil.</p> <p>Use four-point compass directions to describe location of features and routes on a map.</p> <p>Draw a map of school grounds and our walk to Cosham library. Use a simple key.</p> <p>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?</p>	<p>Use atlases and Digimaps to locate countries and describe features studied, e.g. equator, land use, types of settlement.</p> <p>Confidently use the 4-point compass to give directions and identify features on a map of Hampshire.</p> <p>Begin to use four-figure grid references to locate features on a map.</p> <p>Use fieldwork to compare two contrasting local areas (Cosham & Titchfield), including using digital technologies and sketch maps.</p>	<p>Use atlases and Digimaps to locate countries and describe features studied, e.g. biomes, Tropics of Cancer and Capricorn, land use.</p> <p>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.</p> <p>Use four-figure grid references to locate features on a map.</p> <p>Use fieldwork to observe and record how the human and physical features of a local area have changed over time.</p>	<p>using OS symbols and a key.</p> <p>Use atlases and Digimaps to locate countries and describe features studied, e.g. rivers, mountains, trade links, natural resources.</p> <p>Confidently use the 8-point compass to follow and give directions and identify features on a map of a river in Hampshire.</p> <p>Accurately use four-figure and begin to use six-figure grid references on an OS map.</p> <p>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.</p>	<p>symbols, keys and scale.</p> <p>Use atlases and Digimaps to locate countries and describe features studied, e.g. time zones, land use, volcanoes and earthquakes.</p> <p>Accurately use the 8-point compass to follow and give directions and identify features on a map of the desert region of North America.</p> <p>Accurately use six-figure grid references on an OS map.</p> <p>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.</p>
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