

Geography Progression Map

The table below outlines the progression of knowledge and skills as well as some examples of the kinds of questions that might be asked. This is based on guidance from the Geographical Association and the National Curriculum. The skill development may overlap for EYFS and Year One as, due to the nature of the curriculum, the age of the children and the time given to transition, they will need longer to build on their historical skills.

Cross curricular learning opportunities are detailed on our unit cover sheets. These indicate where we are developing our historical understanding in English, Maths and the wider curriculum.

Teachers should design enquiry questions (examples are given in the progression grid below) that will help children to gain one of the knowledge statements and demonstrate a geographical skill.

Teachers should ensure that through their unit they cover the key vocabulary as indicated by the unit covers.

As they move through school, children will be developing their skills and knowledge so that when they leave Primary they will have:

- Contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- A well-rounded and balanced view on the wonderful diversity of ethnicities, cultures and the importance of tackling stereotypes.
- An understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Competence in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Children's written work in Geography should reflect their developing understanding of English, broadening geography vocabulary (see cover sheets) and their understanding of writing for a range of purposes.

Autumn Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Following routes and directions	Our Local Area	What a Wonderful World	Mapping Our World – Volcanoes and Earthquakes	Mapping Our World – Rivers and Flooding	Mapping Our World – Time and Biomes	Mapping Our World – Time, Trade and Economics
Locational Knowledge - knowing where things are.	I know where things are in my classroom.	I can name and locate my town.	I can name and locate the continents.	I can locate and name the continents and give an example of a country within them.	I can name and locate a large river in each continent.	I can name and locate the biomes.	I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	I can follow instructions to help me get an item in the classroom.	I can name my county. I can name the country I live in/country I was born in. I can name the capital city of my country. I can name the street my school is on.	I can name and locate the five oceans. I can name and locate the polar regions.	I can name and locate the equator. I can identify the position of latitude and longitude lines. I can locate the Northern and Southern Hemisphere. I can name and locate the five oceans.	I can name and locate the River Severn. I can name and locate the River Thames. I can identify lines of latitude and longitude.	I can identify the time zones on a map. I can name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. I can name and locate a country in each of the biomes e.g. Brazil = tropical.	I can calculate using time zones. I can name and locate the wealthiest and poorest

				I can identify places where there are lots of volcanoes and/or earthquakes.		I can identify biomes are found in Asia.	countries in the World. I can use latitude and longitude to find items on a map.
Place Knowledge – exploring a locality and understanding similarity and difference.	I can describe a location near my school is e.g. post office. I can describe where my school is. I can describe where my house is.	I can describe some of the people and places within my town. I can describe what makes Shrewsbury town. I can say a similarity and difference between Shrewsbury and a City. I can say a similarity and difference between	I can identify rural and urban areas. I can identify coastal areas. I can identify mountainous areas. I can identify polar regions. I can begin to compare different types of area. (based mainly on photographs)	I can describe where in the world volcanoes and earthquakes occur. I can tell the difference between earthquakes and volcanoes. I can understand why there aren't many earthquakes and volcanoes in Britain.	I can compare the River Severn to a another River in the World. I can describe why some areas flood more than others.	I can describe and compare different biomes. I can explain why it is different times depending on where you are in the world	I can recognise differences in wealth around the world. I can begin to understand the impact of differences in wealth around the world.

		Shrewsbury and a village.					
Human and Physical Geography Knowledge	I can identify the following features in my area: A house A shop A road A park A path I can begin to use an increasing range of geographical vocabulary to describe places.	I can identify the following features in my town: • The River Severn • My school • My house • The Cathedral • The Flaxmill • The Shop • The Post Office I can identify the following features on a map. • Roads • Rivers • Buildings • Park/Field/Green Space	I can identify the following human and physical features in our town and country: Physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Human features including: city, town, village, factory, farm, house, office, port, Harbour, shop	I can describe physical geography linked to volcanoes and mountains and the impact it has human geography (settlement)	I can begin to identify and describe how human's alter physical features to support settlement and land use. I can recognise that human physical features are interlinked. I can identify how change in land use over time has affected flooding in Shropshire.	I can describe key aspects of physical geography of the different biomes. I can describe how different biomes link to human settlement and land use particularly the distribution of water.	I can identify and describe how, due to differences in human and physical features, trade links different countries across the globe. I can identify how trade links have changed over time and the impact this has had on features like cities and railways. I can describe the impact of the distribution of natural resources on trade.
Vocabulary			Town Countryside	Tsunami, Earthquake, Volcano,	settlement interconnected flood barrier	Tropical Rainforest.	Land Use Trade Cocoa

				Tectonic plate, Magma, Igneous, Magnitude, Intensity, Fault, Dormant, Extinct, Tremor, Hazardous, Obsidian, Debris	water cycle Evaporation, condensation, ground water, runoff, flood plain, pollution, closed cycle	Temperate Forest. Desert. Tundra. Taiga (Boreal Forest) Grassland. Savanna. Terrain, Vegetation Vegetation Belt Biome Permafrost Time zone Greenwich Meridian	Export Import Fair trade Distribution Multi-national Local Product Supply Chain Globalisation Food miles
Autumn Skills Progression							
Geographical Skills and Fieldwork	I can use everyday language to talk about position and distance. Where is the teddy? How far away is forest school? How far away is your house? I can describe relative	I can ask and answer questions about my immediate locality Do you live in a town? Can you tell me three things about where you live/where our school is? I can recognise a globe and atlas and can use some simple	I can ask and answer geographical questions. What is this place like? What or who will I see in this place? What do people do in this place? I can locate the 7 continents on a world map, in an atlas, on a globe and can recognise	I can ask and answer geographical questions about the physical and human characteristics of a location. What features do places with volcanoes and earthquakes have in common?	I can ask and answer geographical questions about the physical and human characteristics of a location. What features are the same/different for Shrewsbury and Ironbridge. I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and	I can analyse data and research to help me ask and answer geographical questions. Is it ok to build in any biome? I can use maps, atlases, globes and digital/computer mapping (Google Earth)	I can analyse data and research to help me ask and answer geographical questions. Where are the developed/developing countries and why? I can use maps (including topographical/themed maps), atlases, globes and digital/computer mapping (Google Earth) to locate

	positions using prepositions. Where is teddy? I can solve simple problems involving position and direction. Which way shall I go to forest school? Can you help me find teddy?	tools on google maps. Where is the land? Where is the water? Is this a globe or an atlas? How do you know? I can spot features such as rivers or towns on an aerial map. Where is the river? Where is the town? I can observe and record features in my local area. (on town walk) Can you write or draw three things you see on our walk? I can use a simple key to	them on google maps. Can you find the 7 continents? I can name the four points of a compass. Can you point to the four points of a compass? What does the arrow point to on a compass? I can use locational and directional language such as: near, far, left, right to describe the location of features on a map. If I start at ____, how can I get to ____? I can observe and record human and physical features in my local area.	I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied. Can I find locate the countries where the biggest volcanoes are? Can I locate the countries which have the most earthquakes? I can use locational and directional language including 4 compass directions to describe the location of features on a map. If I start at ____, how can I get to ____?	features already studied and being to use them to find features about new locations. What can you find out about rivers around the world? I can use locational and directional language including 4 compass directions to describe the location of features on a map. If I start at ____, how can I get to ____? I can recognise the 8 points of a compass. Can you travel in each of the directions? I can use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes and doing sketches.	to locate countries and features already studied and use them to research new locations. Where are the driest places? Where are the wettest places? Where are the most populated places? Where are the least populated places? What issues do different places face based on their location? I can understand what a topographical map is. What features can you describe using a topographical map? I can use locational and directional	countries and features already studied and use them to research new locations. What can you find out about the UK's top 3 trade links? I can recognise why country size may differ between atlas and globe. What is the most accurate way to draw the world? I can use locational and directional language including 8 compass directions to describe the location of features on a map. I can recognise and confidently use the 8 points of a compass. If I start at ____, how can I get to ____? I can use fieldwork to observe and record the human and physical features in
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		recognise physical or human features on a map. What does this symbol mean? I can create or follow a simple map of my local environment. Can you create a treasure map for your classroom?	Can you tell me what physical and human features we can see in Shrewsbury?	I can begin to use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes and doing sketches. (history and RE link) Can you make observations of the Cathedral? I can create maps of locations identifying at least five features with a key. Can you create a map of your volcano theme park? (includes a ride for each stage of the eruption)	Can you make observations of Shrewsbury/Ironbridge to work out how the settlement is linked affected by the river? I can create maps of locations identifying a range of features with a key. Can you create a map of your river settlement? I can identify features on an OS maps. What symbol shows rivers? What other symbols are found near rivers? How many rivers are there on the map? I can begin to use 4 figure grid references. Can you give the reference for a human or physical features? Can you locate a human or physical feature using a given grid reference?	language including 8 compass directions to describe the location of features on a map. How would you direct someone from one location to another? Where is this location in relation to another location on the map? I can use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes, graphing and doing sketches. Can you make observations of	the local area such as taking photographs, making notes, graphing and doing sketches. Can you compare GDP using a graph? I can create detailed maps of locations identifying a range of features with OS symbols. Can you create a map of a 'fair' town? (include communal spaces / natural spaces etc – link to Aztecs communal living) I can identify features on an OS maps. I can confidently use 8 figure grid references. Can you make link between these features and Arthog?
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						the natural environment to prove which biome we live in? (link about how human settlement alters the biome) I can create maps of locations identifying a range of features with OS symbols. Can you create a map of your desert town? I can confidently use 4 figure grid references and begin to use 8-figure grid reference. Can you give the reference for ____? What is at grid reference ____?	
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Vocabulary	Place Forward Backward Sideways near, far, + prepositional phrases	Location Map Direction Symbol Left Right	Feature	Human Feature Physical Feature Key	OS OS Symbol Grid reference	6 figure grid reference Topographical	
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Spring Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Looking after Forest School	Wonderful Weather	Amazing Adventures – Off on Safari	Exploring the UK	Exploring Europe	Exploring Asia	Exploring The Americas
Locational Knowledge - knowing where things are	I know where things are in my school. I can follow instructions to find a place in school.	I can name and identify the four countries of the UK.	I can name at least four countries in Africa (these should link to the nationalities in the class) I can name places where I might see the 'big 5'	I can locate London, Edinburgh, Cardiff, Dublin and Belfast on a map. I can locate my town and county.	I can name and locate at least four countries in Europe (these should link to the nationalities in the class and current news stories)	I can name and locate at least four countries in Asia (these should link to the nationalities in the class and current news stories)	I can name and locate at least four countries in North America (these should link to the nationalities in the class and current news stories) I can name and locate at least four countries in Central and South (these should link to the nationalities in the class and current news stories)

Place Knowledge – exploring a locality and understanding similarity and difference.	I can give examples of how forest school is different to the park.	I can describe the weather in my locality. I can recognise that weather is different in different places.		I can identify similarities and differences between rural and urban environments in the UK.	I can describe differences between at least two different localities in Europe using maps.	I can describe similarities and differences between at least two different localities in Asia using both maps and research.	I explain similarities and differences between localities in America using a range of human and physical characteristics including GDP and land use.
Human and Physical Geography Knowledge	I can identify which features we made in forest in school and which features nature made.	I can make links between rain, wind, sun and snow and human features. I can make links between rain, wind, sun and snow and physical features.	I can identify the following human and physical features that we would see on safari	I can ask and answer geographical questions about the physical and human characteristics of a contrasting location to Shrewsbury in the UK e.g. Birmingham.	I can ask and answer geographical questions about the physical and human characteristics of a place in Europe	I can ask and answer geographical questions about the physical and human characteristics of two contrasting places in Asia.	I can ask and answer geographical questions about the physical and human characteristics of a range of locations in America.
Spring Skills Progression							
Geographical Skills and Fieldwork	I can use everyday language to talk about position and distance. I can describe relative	I can ask and answer questions about my immediate locality e.g. Do you live in a town?	I can use aerial images and to recognise landmarks and basic physical features.	I can ask and answer geographical questions about the physical and human characteristics of a location.	I can ask and answer geographical questions about the physical and human characteristics of a location.	I can analyse data and research to help me ask and answer geographical questions.	I can analyse data and research to help me ask and answer geographical questions. I can use the full range of maps (including

	positions using prepositions. I can solve simple problems involving position and direction.	I can recognise a globe and atlas and can use some simple tools on google maps. I can spot features such as rivers or towns on an aerial map. I can observe and record features in my local area. I can use a simple key to recognise physical or human features on a map. I can create a simple map of my local environment.	Can you tell me what physical and human features we can see in the safari photos? I can create a simple map and key. Can you create a map of your national park?	I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied. I can use locational and directional language including 4 compass directions to describe the location of features on a map. I can begin to use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes and doing sketches.	I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied and being to use them to find features about new locations. I can use locational and directional language including 4 compass directions to describe the location of features on a map. I can recognise the 8 points of a compass. I can use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes and doing sketches. I can create maps of locations identifying	I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied and use them to research new locations. I can understand what a topographical map is. I can use locational and directional language including 8 compass directions to describe the location of features on a map. I can recognise and use the 8 points of a compass.	topographical/themed maps), atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied and use them to research new locations. I can recognise why country size may differ between atlas and globe. I can use locational and directional language including 8 compass directions to describe the location of features on a map. I can recognise and confidently use the 8 points of a compass. I can use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes, graphing and doing sketches.
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				I can create maps of locations identifying at least five features with a key.	a range of features with a key. I can identify features on an OS maps. I can begin to use 4 figure grid references.	I can use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes, graphing and doing sketches. I can create maps of locations identifying a range of features with OS symbols. I can identify features on an OS maps. I can confidently use 4 figure grid references and begin to use 8-figure grid reference.	I can create detailed maps of locations identifying a range of features with OS symbols. I can identify features on an OS maps. I can confidently use 8 figure grid references.
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Summer Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Drawing Maps	Toys through Time (see history)	Change the Story: Pollution	Romans (see history)	Change the Story: Civil Rights	Change the Story: Refugees	Change the Story: Climate Change
Locational Knowledge	I can locate features on a simple map.		I can name and locate the seas around the United Kingdom.		I can identify places in the USA where civil rights events occurred.	I can identify countries where refugees currently come from (refer to current news)	I can identify countries that are most effected by climate change.
Place Knowledge	I can identify similarities and differences between my map and someone else's map.		I can name and locate oceans and rivers that are affected by pollution.		I can recognise that different places have different rules.	I can give reasons why refugees leave countries. I can understand that refugees have come from different places through history.	I can give reasons why places are affected differently by climate change.
Human and Physical Geography Knowledge	I can draw a natural feature from my local environment. I can draw a man-made feature from my local environment.		I can describe how human actions affect physical features.		I can describe the some of the physical geographical challenges faced by the underground railroad.	I can identify what human and physical barriers refugees face on their journeys.	I can identify human and physical features that contribute to worsening or improving climate change
Summer Skills Progression							
Geographical Skills and Fieldwork	I can use everyday language to talk	I can ask and answer questions about my immediate	I can ask and answer geographical questions such	I can ask and answer geographical questions about	I can ask and answer geographical questions about	I can analyse data and research to help me ask and answer	I can analyse data and research to help me ask and answer

	about position and distance. I can describe relative positions using prepositions. I can solve simple problems involving position and direction.	locality e.g. Do you live in a town? I can recognise a globe and atlas and can use some simple tools on google maps. I can spot features such as rivers or towns on an aerial map. I can observe and record features in my local area. I can use a simple key to recognise physical or human features on a map. I can create a simple map of my local environment.	as: What is this place like? What or who will I see in this place? What do people do in this place? Where is light pollution worst? (look at night time maps of Earth) I can locate the 7 continents on a world map, in an atlas, on a globe and can recognise them on google maps. I can name the four points of a compass. Which country is the most polluted? I can use locational and directional language such as: near, far,	the physical and human characteristics of a location. I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied. I can use locational and directional language including 4 compass directions to describe the location of features on a map. I can begin to use fieldwork to observe and record the human and physical features in the local area such as taking photographs,	the physical and human characteristics of a location. I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied and being to use them to find features about new locations. I can use locational and directional language including 4 compass directions to describe the location of features on a map. I can recognise the 8 points of a compass. I can use fieldwork to observe and record the human and physical features in the local area such as taking	geographical questions. I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied and use them to research new locations. I can understand what a topographical map is. I can use locational and directional language including 8 compass directions to describe the location of features on a map. I can recognise and use the 8 points of a compass.	geographical questions. Which countries are most affected by climate change? I can use maps (including topographical/themed maps), atlases, globes and digital/computer mapping (Google Earth) to locate countries and features already studied and use them to research new locations. I can recognise why country size may differ between atlas and globe. I can use locational and directional language including 8 compass directions to describe the location of features on a map. Why are some countries affected worse by climate change?
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			left, right to describe the location of features on a map. I can observe and record human and physical features in my local area. I can use aerial images and to recognise landmarks and basic physical features. I can create a simple map and key.	making notes and doing sketches. I can create maps of locations identifying at least five features with a key. Create a map of our school and mark where rubbish has been found.	photographs, making notes and doing sketches. I can create maps of locations identifying a range of features with a key. I can identify features on an OS maps. I can begin to use 4 figure grid references.	I can use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes, graphing and doing sketches. I can create maps of locations identifying a range of features with OS symbols. I can identify features on an OS maps. I can confidently use 4 figure grid references and begin to use 8-figure grid reference.	I can recognise and confidently use the 8 points of a compass. I can use fieldwork to observe and record the human and physical features in the local area such as taking photographs, making notes, graphing and doing sketches. I can create detailed maps of locations identifying a range of features with OS symbols. Create a map of the town of the future I can identify features on an OS maps. I can confidently use 8 figure grid references.
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