

## Progression Framework: Geography

### 1. The UK and local area (geographical Knowledge)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b>		<b>• Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</b>		<b>• Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</b>	
The child can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas on a map.	The child can name, locate and identify characteristics of each of the four countries of the United Kingdom and their capital cities including land marks and traditions of the four countries and capital cities	The child can describe where the UK is located and name and locate urban areas: Newcastle, Middlesbrough and Sunderland. The child can label the main rivers, e.g. Tees, Wear and Tyne. The child knows the areas that make up the North East e.g. Teesside, Wearside and Tyneside. The child can locate where they live.  Link to Fieldwork in Theme 7 : Chn to explore Billingham to survey the land. How is it used? They will use this information to become cartographers in 6: Map and atlas work and 7: Fieldwork	The child can name and locate some of the largest urban areas: London, Leeds, Manchester, Birmingham, Liverpool, Glasgow and Belfast. The child can Label the main rivers e.g Aire, Mersey, Tame, Clyde.  The child can name nearby counties: North Yorkshire, County Durham, Tyne and Wear.	The child can locate and describe coastal environments in North Yorkshire (Redcar & Saltburn by the Sea), County Durham (Seaton Carew & Seaham), Tyne and Wear (Tynemouth, Whitley Bay & Roker).  The child learn how the shape and make-up of the countries in the UK and Europe have changed over time.	The child can locate and describe mountain environments and mountains in the UK: Grampian Mountains (Ben Nevis), Cambrian Mountains (Snowdon), Pennines Mountains (Scafell Pike)  The child can recognise broad land-use patterns of the UK.
<b>• Develop knowledge of the human and physical geography of a small area of the United Kingdom</b>					
The child will learn about their local area including locating key landmarks in the North-East	The child can know about the local area, and name and locate key landmarks in each of the four capital cities.				

### 2. The world and continents (Geographical Knowledge)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>• Name and locate the world's seven continents and five oceans.</b>		<b>• Locate the world's countries, focusing on Europe and North and South America.</b>		<b>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b>	
The child can name and locate Europe on a globe or atlas and understands that it is just one of the seven continents that make up the world.	The child can name and locate the seven continents and five oceans on a globe or atlas.	The child can locate France and its neighbouring countries: Italy, Spain, Belgium, Germany and Switzerland.  The child can explain the difference between a country and a continent, and a city and state.	The child can locate Canada, Haiti, Luxembourg, Monaco, (other French speaking countries), and Austria, Norway, Russia and America.  The child can identify some of the states in North America using a map.	The child can locate capital cities in the UK, Germany, Spain, France, Italy, Austria, Belgium, Switzerland, Russia, Canada, and Mexico on physical and political maps.  The child can describe the key physical features of Europe: Danube River, Rhine River, Ural Mountains, The Pyrenees, Mediterranean Sea, The Alps, English Channel, Iberian Peninsula, Scandinavian Peninsula and The European Plain	The child can locate cities in Spain (Valencia, Seville, Málaga, Alicante, Las Palmas) and Mexico (Mexico City, Guadalajara City, Puebla City, Ecatepec) on physical and political maps. The child can highlight key mountain ranges.  The child can investigate the countries that were part of the British Empire during the Victorian era
		<b>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</b>		<b>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</b>	
		The child understands that there are invisible lines called longitude and latitude and that these help us to find specific locations on the Earth's surface.	The child understands the concept of time zones and can identify the position of the Prime/Greenwich Meridian.	The child can identify lines of longitude and latitude and use coordinates to locate places around the world. The child is familiar with the concept of time zone and can convert times in different places.	The child can locate Spain and Mexico in relation to the Equator, the Tropics of Cancer and Capricorn, longitude and latitude, relating to their time zone, climate, seasons and vegetation.

3. Physical themes (Geographical Understanding)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>• Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p>		<p>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>	
<p>The child can identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p>	<p>The child can indicate tropical, temperate and polar climate zones on a globe or map.</p>	<p>The child can discuss climate change and how it is affecting the inhabitants and environment of the Polar Regions.</p>	<p>The child will understand the causes that have led to significant climate change across the planet.</p> <p>The child can understand how climate and vegetation are connected in specific biomes: the tropical rainforest and the desert.</p>	<p>The child can locate biomes all on a world map: (tundra, shrub land, rainforests, grasslands, deserts, temperate deciduous and coniferous forest), making links to their position to the Equator and the Tropics of Cancer and Capricorn. The child will make connections between the biomes. The child will describe the climates of each biome and how plants and are adapted to each biome.</p>
<p>• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>• Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle.</p>		<p>• Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	
<p>The child can recognise a natural environment and describe it using key vocabulary: beach, forest, hill, sea, river, season, weather</p> <p><i>NB This objective could be planned and taught alongside the objective below:</i> The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary: city, town, farm, house and shop.</p>	<p>The child can recognise a natural environment and describe it using key vocabulary: cliff, coast, ocean, mountain, soil, valley, vegetation</p> <p><i>NB This objective could be planned and taught alongside the objective below:</i> The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary: village, factory, office port and harbour.</p>	<p>The child can identify areas of high ground and peaks in the UK.</p> <p>The child can use atlases to identify the names of the seas surrounding the UK and some of the larger UK rivers and the seas they flow into.</p>	<p>The child can use geographical vocabulary to describe what is under the Earth's surface: how volcanoes are formed and their effects on people's lives, what causes earthquakes and how they are measured, what causes Tsunamis and their effects on people's lives.</p> <p>The child can use geographical vocabulary to describe The River Tees environment and its major features. Where along the course of the River Tees is the meander, etc.</p> <p>The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p>	<p>The child understands that mountains and hills of England are made up of different terrains.</p> <p>The child can name some of the major mountains of the world and the UK and will be able to describe what the weather is like in a mountainous environment.</p> <p>The child can evaluate the impact that tourism has on a mountainous region.</p>	<p>The child can describe how mountain regions have formed over the years. Focus on The Andes.</p>

4. Human themes (Geographical Understanding)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		<p>• Describe and understand key aspects of human geography, including: types of settlement and land use.</p>		<p>• Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
<p>The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary: city, town, farm, house and shop.</p> <p><i>NB This objective could be planned and taught alongside the objective below:</i> The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary: city, town, farm, house and shop.</p>	<p>The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary: village, factory, office port and harbour.</p> <p><i>NB This objective could be planned and taught alongside the objective below:</i> To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop)</p>	<p>The child can recognise how land use has changed over time with a focus on <b>Ancient Egypt</b>.</p> <p>*linked to trade with the Egyptians in History.</p>	<p>The child can identify and sequence a range of settlement sizes from a village to a city.</p> <p>The child can describe the characteristics of settlements with different functions, e.g. coastal towns. Poss link to <b>Romans</b></p> <p>The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>	<p>The child can know and understand what life is like in cities and in villages and in a range of settlement sizes. The child can understand that products we use are imported as well as locally produced. <b>Anglo Saxon - Vikings – trading</b></p> <p>*Linked to trade</p>	<p>The child can explain how the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from.</p>

5. Understanding places and connections (Geographical Understanding)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>		<p>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>		<p>• Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</p>	
<p>The child can make observations about, and describe, the local area and its physical and human geography as it is now.</p> <p><i>NB: Linked to below objective</i></p>	<p>The child will learn how an aspect of Billingham has changed over time, e.g. library, The Forum</p> <p><i>NB: Linked to below objective</i></p>	<p>The child can describe and compare similarities and differences (human and physical characteristics) of the North East region of England.</p> <p><i>NB: Linked to below objective</i></p>	<p>The child understands how our North East region has changed over time – possibly linked to WW2.</p> <p><i>NB: Linked to below objective</i></p>	<p>The child understands how Greece has changed and how it is different from how London has changed – linked to Ancient Greece - Olympics</p> <p><i>NB: Linked to below objective</i></p>	<p>The child understands the changes over time of renewable energy, ship building and coal mining in the United Kingdom.</p> <p><i>NB: Linked to below objective</i></p>
<p>• Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p>		<p>• Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p>		<p>• Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>	
<p>The child can describe the physical and human geography of a Non-European country.</p> <p><i>NB: Linked to above objective</i></p>	<p>The child can describe their locality and how it is different and similar to a Non-European country.</p> <p><i>NB: Linked to above objective</i></p>	<p>The child can describe and compare similarities and differences (human and physical characteristics) Italy and New York (French speaking countries)</p> <p><i>NB: Linked to above objective</i></p>	<p>The child can describe and compare similarities and differences (human and physical characteristics) between Chile and Switzerland (link to chocolate topic).</p> <p><i>NB: Linked to above objective</i></p>	<p>The child can describe and compare similarities and differences (human and physical characteristics) between Brazil and Greece (link Olympics).</p> <p><i>NB: Linked to above objective</i></p>	<p>The child can compare the physical environment, climate and economic activity of Spain to Mexico.</p> <p><i>NB: Linked to above objective</i></p>
		<p>• Establish an understanding of the interaction between physical and human processes.</p>		<p>• Deepen an understanding of the interaction between physical and human processes.</p>	
		<p>The child can understand how physical processes can cause hazards to people.</p>	<p>The child can understand how physical processes can cause hazards to people. The child can describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>The child can explain some of the ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. The child can understand how human activity is influenced by climate and weather.</p>	<p>The child can understand hazards from physical environments and their management, such as avalanches in mountain regions. The child can explain several threats to wildlife/habitats.</p>

6. Map and atlas work (Geographical Skills)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
<p>The child can use a world map, atlas or globe to name and locate Europe. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Link to Theme 1 &amp; 2: The UK and Local Area &amp; The World and its Continents</b></p>	<p>The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Link to Theme 1 &amp; 2: The UK and Local Area &amp; The World and its Continents</b></p>	<p>The child can use a map or atlas to locate some countries and cities in Europe. The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>• <b>Link to Theme 1 &amp; 2: The UK and Local Area &amp; The World and its Continents</b></p>	<p>The child can use a map or atlas to locate some countries and cities in North and South America. The child can use a map to locate some states of the USA. The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>• <b>Link to Theme 1 &amp; 2: The UK and Local Area &amp; The World and its Continents</b></p>	<p>The child can use physical and political maps to describe key physical and human characteristics of regions of Europe</p> <p><b>Link to Theme 1 &amp; 2: The UK and Local Area &amp; The World and its Continents</b></p>	<p>The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. The child can use thematic maps for specific purposes.</p> <p><b>Link to Theme 1 &amp; 2: The UK and Local Area &amp; The World and its Continents</b></p>
<p>• Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>		<p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p>Use the eight points of a compass, four and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	
<p>The child can describe a journey on a map of the local area using simple locational and directional language (left, right, forwards and backwards).</p>	<p>The child can describe a journey on a map of the local area using simple compass directions (NESW) and locational and directional language (forwards, backwards, left, right, straight on, above, below)</p>	<p>The child can use symbols and a key to explore an area from the North East region.</p>	<p>The child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside.</p>	<p>The child can use four-figure grid references.</p>	<p>The child can use four-figure, and find six figure, grid references.</p>

7. Fieldwork and investigation (Geographical Skills)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		<p>• Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>		<p>• Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	
<p>The child can use basic symbols in a given key to identify landmarks and basic human and physical features in aerial photos and plan perspectives.</p>	<p>The child can construct basic symbols in a key to show the landmarks and basic human and physical features that can be found in aerial photographs and plan perspectives.</p>	<p>The child can make a map of a short route with features in the correct order and in the correct places.</p> <p>The child can present information gathered in fieldwork using simple graphs (pictogram and bar chart)</p>	<p>The child can make a simple scale plan of a room.</p> <p>The child can use the zoom function of a digital map to locate places.</p> <p>The child can present information gathered in fieldwork using simple graphs (line graphs and scatter graphs)</p>	<p>The child can make sketch maps of coastal areas using symbols, a key and a scale.</p>	<p>The child can use digital maps to investigate features of an area. The child can present information gathered in fieldwork using a range of graphs.</p> <p>Link to Theme 5</p>
<p>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>		<p>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	
<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and surrounding environment.</p>	<p>Use simple fieldwork and observational skills to study the human and physical geography of their school and its grounds and surrounding environment.</p>	<p>The children will use fieldwork to explore and observe the human and physical features of the local area.</p> <p>Link to theme 1</p>	<p>The children will use fieldwork to explore and observe the human and physical features of the River Tees.</p>	<p>The children will use fieldwork to explore and observe the human and physical features of our coastline.</p>	<p>The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p>