

Progression through the geography curriculum

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	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<p>Locational knowledge</p> <p>The UK</p>	<p>We are learning to understand where we come from.</p> <p>We are learning to understand where our school is.</p>	<p>We are learning to understand where we live and locate it on a map.</p>	<p>We are learning to name and locate the four countries and capital cities of the UK.</p> <p>We are learning to identify characteristics of the four countries of the UK.</p>	<p>We are learning to use an atlas to name and locate the geographical regions of the UK</p> <p>We are learning to compare the landscape is in the UK.</p>		<p>We are learning to use an atlas to name and locate the counties and cities of the UK</p> <p>We are learning to identify and compare physical and human characteristics of counties in the UK.</p> <p>We are learning to understand settlement patterns in the UK.</p> <p>We are learning to understand how land-use patterns have changed over time.</p>	<p>We are learning to understand how land-use patterns have changed over time.</p>	
<p>The wider world</p>			<p>We are learning to name and locate the world's seven continents and five oceans.</p>	<p>We are learning to use atlases to locate North America, key cities and key topography.</p> <p>We are learning to describe physical characteristics of regions of the UK including mountainous, urban, rural and farmlands.</p>	<p>We are learning to use an atlas to locate countries, capital cities and key topography in Europe.</p> <p>We are learning to identify key physical characteristics of regions in Europe</p>			<p>We are learning to extend knowledge and spatial awareness of Africa, Russia, Asia and the Middle East.</p> <p>We are learning to focus on environmental regions such as deserts (hot and polar), key</p>

Significance of latitude/longitude								physical and human characteristics, countries and major cities.
					We are learning to understand the significance of Latitude to the climate in Europe.	We are learning to identify the significance of latitude (including naming the Equator, Tropic of Capricorn, Tropic of Capricorn) on climate and the significance of longitude on time zones.		
Place knowledge	We are learning to compare what London is like and what the beach is like.		We are learning to compare the human and physical geography of India with the human and physical geography of South East of England. We are learning to compare rural and urban areas and say why someone may choose to live there.		We are learning to compare the physical and human geography of Campania (a region in Italy) with South-East England.		We are learning to compare the physical and human geography of Brazil with the UK, including looking at trade links.	We are learning to compare geographical similarities and differences through studying the human and physical geography of a region in Africa and a region in Asia.
Human geography	We are learning to identify amenities in our local area	We are learning to describe human geography of our local area.	We are learning to describe the human features of urban and rural areas in	We are learning to describe and compare the human features of urban and	We are learning to compare the human geographical characteristics	We are learning to describe and compare the human geography of the counties of the UK.	We are learning to understand how land use and settlement in London has	We are learning to understand human geography

	(shops, libraries).		the UK using geographical vocabulary.	<p>rural areas in the UK using geographical vocabulary.</p> <p>We are learning to understand which areas of the USA are densely populated and start to explain why.</p>	of Naples and London.	<p>We are learning to understand the economic activity and trade links of the UK and how this changed over time.</p>	<p>changed over time.</p> <p>We are learning to understand the distribution of natural resources including energy and food.</p> <p>We are learning to understand the importance of trade and exports from the Amazon region.</p>	<p>including population and urbanisation, international development, economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources.</p> <p>We are learning to understand how human activity relies on effective functioning of natural systems.</p>
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Physical geography	We are learning to describe the seaside.	We are learning to describe physical geography of our local area.	We are learning to describe coastal areas using geographical vocabulary. We are learning to describe rural areas using geographical vocabulary.	We are learning to describe mountains and volcanoes. We are learning to describe how volcanoes and earthquakes are formed and their effects.	We are learning to understand life in mountainous regions. We are learning to describe different stages of a river. We are learning to understand why cities can be found on rivers. We are learning to understand the water cycle.	We are learning to compare the physical geography of different counties in the UK.	We are learning to describe the physical geography of the Amazon region with the UK, including key topographical features.	We are learning to understand physical geography including geological timescales and plate tectonics; rocks; weathering and soils; the change in climate from the ice age to now; glaciation; hydrology and coasts.
Weather, seasons, climate and biomes	We are learning to name the seasons.	We are learning to identify seasons and the daily weather patterns in the UK. We are learning to locate hot and cold areas of the world.	We are learning to locate hot and cold areas of the world in relation to the Equator and the North and South Pole.	We are learning to describe the climate and biomes in the USA.		We are learning to understand climate zones and biomes found there including vegetation belts.	We are learning to describe the physical geography of the Amazon region with the UK, including the climate, vegetation and biomes	
Geographical skills		We are learning to use maps to identify our local area.	We are learning to use world maps, atlases and globes to	We are learning to use world maps, atlases, globes and	We are learning to use world maps, atlases, globes and	We are learning to use world maps, atlases, globes and computer mapping to	We are learning to use world maps, atlases, globes and	We are learning to build on our knowledge of

<p>and fieldwork</p> <p>Maps</p>		<p>We are learning to use aerial photographs to recognise landmarks in our local area.</p> <p>We are learning to construct a map with a simple key.</p> <p>We are learning to observe our school and its grounds.</p>	<p>identify the UK, continents and oceans.</p> <p>We are learning to use aerial photographs to recognise human and physical features in the UK and India.</p>	<p>computer mapping to locate countries and describe features.</p>	<p>computer mapping to locate countries and describe features.</p>	<p>locate countries and describe features.</p>	<p>computer mapping to locate countries and describe features.</p>	<p>globes, atlases and maps in the classroom and in the field.</p> <p>We are learning to interpret OS maps including using grid references and scales, topographical mapping and aerial photos</p>
<p>Position</p>	<p>We are learning to use positional language such as near, far.</p>	<p>We are learning to use simple compass directions and directional language.</p>		<p>We are learning to use the 8 points of a compass</p> <p>We are learning to give four figure grid references</p>	<p>We are learning to use the 8 points of a compass</p> <p>We are learning to give four figure grid references</p>	<p>We are learning to use the 8 points of a compass</p> <p>We are learning to give six figure grid references</p>	<p>We are learning to use the 8 points of a compass</p> <p>We are learning to give six figure grid references</p>	