

St Mary's Catholic Primary School
Geography Progression Map



Essential Skills	Early Learning Goal	Year 1 and 2	Year 3 and 4	Year 5 and 6
Investigating places	- Talk about features of the immediate environment and how environments may differ from one another. - Talk about changes in environments.	- Ask and answer geographical questions. - Identify key features of a location to say whether it is a city, town, village, coastal or rural area. - Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's continents and oceans. - Use aerial images and plan perspectives to recognize landmarks and basic physical features.	- Ask and answer geographical questions about the physical and human characteristics of a location. - Explain own views about locations, giving reasons. - Use maps, atlases, globes and digital mapping to locate countries and describe features. - Use fieldwork to observe and record the human and physical features in the local area. - Use a range of resources to identify the key physical and human features of a location. - Name and locate countries and cities of the UK and Europe, including geographical regions and their human and physical characteristics.	- Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Identify and describe how the physical features affect the human activity within a location. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. - Use fieldwork to observe, measure, record and present the human and physical features in the local area. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps).

Investigating patterns	• Know about similarities in relation to places, objects, materials and living things. • Show some understanding of environmental awareness and how it relates to everyday life.	• Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country • 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.	• Describe geographical similarities and differences between countries.	• Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones. • Describe how countries and geographical regions are interconnected and independent.
Communicating	• Use simple geographical language to communicate ideas about various locations, functions and roles. • Recognise simple symbols or representations on maps and plans.	• Use basic geographical vocabulary to refer to key physical and human features. • Use compass directions and locational language to describe the location of features and routes on a map.	• Describe key aspects of physical and human geography. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Use Ordnance Survey symbols to communicate understanding of location. • Describe and understand key aspects of human and physical geography.

