



Geography Progression in Key Stage 1

Strands	Year 1	Year 2	Year 3
<p>Locational Knowledge</p> <p>Y1, Y2: Name and locate the world's seven continents and five oceans.</p> <p>Y1, Y2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Y3, Y4: 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</p> <p>Y3, Y4: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>Y3, Y4: 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).</p>	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats</p> <p>End of Year 1, expected: Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</p>	<p>Year 2 Unit 3: Our Wonderful World Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food</p> <p>End of Year 2, expected: Can identify and name the relevant continents. Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p>	<p>Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 3 Unit 3: Coasts</p> <p>End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude.</p> <p>Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night.</p>
<p>Place Knowledge</p> <p>Y1, Y2: Understand geographical similarities and differences through studying the human</p>	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats</p>	<p>Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World</p>	<p>Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts</p> <p>End of Year 3, expected:</p>



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<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Y3, Y4: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>End of Year 1, expected: Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p>	<p>End of Year 2, expected: Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p>	<p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</p>
<p>Human and Physical Geography</p> <p>Y1, Y2: 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>Y3, Y4: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Y3, Y4: Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats</p> <p>End of Year 1, expected: Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and</p>	<p>Year 2 Unit 1: Seasons</p> <p>End of Year 2, expected: Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).</p>	<p>Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts</p> <p>End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).</p> <p>End of Year 3, expected:</p>



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	<p>equator. Can make comparisons when prompted with the weather in your area.</p> <p>Identify seasonal weather patterns.</p>		<p>Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</p> <p>Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</p>
<p>Geographical skill and fieldwork</p> <p>Y1, Y2: 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>Y1, Y2: Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>Y1, Y2: 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>Y1, Y2: 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>Y3, Y4: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Y3, Y4: Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</p>	<p>Year 1 Unit 2: People and their Communities</p> <p>Year 1 Unit 3: Animals and their Habitats</p> <p>Year 1 Unit 1: Our Local Area</p> <p>End of Year 1, expected:</p> <p>Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.</p> <p>Can use a wall map or atlas to locate and identify countries taught in the unit.</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p>Can use appropriate language when talking about maps and locations.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after</p>	<p>Year 2 Unit 1: Seasons</p> <p>Year 2 Unit 2: Journeys – Food</p> <p>Year 2 Unit 3: Our Wonderful World</p> <p>End of Year 2, expected:</p> <p>Can locate the UK and name the countries of the UK.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Can use atlas, map or globe to locate some wonders (of the world).</p> <p>Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p> <p>Can use and understand basic weather symbols.</p> <p>Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> <p>Correctly use most of the key vocabulary given in the unit.</p> <p>Can use geographical skills (sketching) and creative means</p>	<p>Year 3 Unit 1: Climate and Weather</p> <p>Year 3 Unit 2: Our World</p> <p>Year 3 Unit 3: Coasts</p> <p>End of Year 3, expected:</p> <p>Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)</p> <p>Can talk about the ‘globe’ they started with and how they made it into a map, the challenges they faced and how they overcame them.</p> <p>Can use most of the vocabulary introduced in the unit when talking about their map.</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can use directional language and grid references when talking about locations.</p> <p>Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</p>



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<p>build their knowledge of the United Kingdom and the wider world.</p> <p>Y3, Y4: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>	<p>(role play, questioning) to show their understanding of different weather and seasons.</p>	
<p>Geographical Vocabulary</p> <p>Y1, Y2: 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>Y1, Y2: Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 1 Unit 1: Our Local Area</p> <p>End of Year 1, expected: Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). Can use appropriate vocabulary in relation to the human and physical</p>	<p>Year 2 Unit 1: Seasons Year 2 Unit 3: Our Wonderful World</p> <p>End of Year 2, expected: Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Write sentences about different weather types using good vocabulary.</p>	



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	<p>features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.</p>	<p>Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.</p> <p>Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.</p>	
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