



# Progression in Geography

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**BEAVER GREEN PRIMARY SCHOOL**

**Swale**  
ACADEMIES  
TRUST

|  | Year R | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
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| <b>Geographical Skills &amp; Fieldwork</b> |        | <p>I can ask simple geographical questions e.g. What is it like to live in this place?</p> <p>I can use simple observational skills to study the geography of the school and its grounds</p> <p>I can use simple maps of the local area e.g. large scale print, pictorial etc.</p> <p>I can 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>I can begin to 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>I can use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place in a story</p> <p>I can begin to 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>I can begin to use world maps, atlases and globes to identify the United Kingdom and its countries</p> | <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as continents and the oceans.</p> <p>I can 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>I can 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>I can 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>I can ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p> <p>I can analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>I can recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>I can communicate findings in ways appropriate to the task or for the audience.</p> <p>I can understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>I can make more detailed fieldwork sketches/diagrams.<br/>I can use fieldwork instruments e.g. camera, rain gauge.</p> <p>I can use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.</p> <p>I can use four figure grid references use the 8 points of a compass make plans and maps using symbols and keys</p> | <p>I can understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>I can measure straight line distances using the appropriate scale.</p> <p>I can explore features on OS maps using 6 figure grid references.</p> <p>I can draw accurate maps with more complex keys plan the steps and strategies for an enquiry</p> | <p>I can understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> | <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>I can 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>I can understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</p> <p>I can use maps, charts etc. to support decision making about the location of places e.g. new bypass</p> |



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| <p style="text-align: center;"><b>Locational Knowledge</b></p> |  | <p>I can understand how some places are linked to other places e.g. roads, trains</p> <p>I can begin to name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p>I can begin to name, locate and identify characteristics of the seas surrounding the United Kingdom</p> | <p>I can name and locate the world's seven continents and five oceans.</p> <p>I can begin to name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p>I can name, locate and identify characteristics of the seas surrounding the United Kingdom</p> | <p>I can identify where countries are within the UK and the key topographical features.</p> <p>I can name and locate the cities of Australia</p> | <p>I can recognise the different shapes of the continents.</p> <p>I can demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>I can identify where countries are within The Americas</p> <p>I can recognise that people have differing qualities of life living in different locations and environments.</p> <p>I know how the locality is set within a wider geographical context.</p> | <p>I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>I can recognise the different shapes of countries.</p> <p>I can identify the physical characteristics and key topographical features of the countries within Africa</p> <p>I know about the wider context of places e.g. county, region, country.</p> <p>I know and describe where a variety of places are in relation to physical and human features.</p> <p>I know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</p> | <p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I can 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>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)</p> |
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| <p><b>Human &amp; physical</b></p> |  | <p>I can 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>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I can describe seasonal weather changes</p> | <p>I can 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>I can identify physical and human features of the locality.</p> <p>I can begin to explain about weather conditions/patterns around the UK and parts of the Europe</p> <p>I can explore weather partners in the continent of Australia.</p> | <p>I can describe human features of the UK regions, cities and/or counties.</p> <p>I can confidently explain about weather conditions/patterns around the UK and parts of the Europe</p> <p>I can understand the effect of landscape features on the development of a locality.</p> <p>I can describe how people have been affected by changes in the environment.</p> <p>I can explain about natural resources e.g. water in the locality.</p> <p>I can explore weather patterns of the Americas</p> | <p>I know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>I can begin to compare weather patterns between Europe and one other continent.</p> <p>I understand how humans affect the environment over time.</p> <p>I know about changes to the world's environments over time.</p> <p>I understand why people seek to manage and sustain their environment.</p> <p>I can explore weather patterns in the continent of Africa</p> | <p>I can 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>I can confidently compare weather patterns between Europe and one other continent.</p> <p>I can 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>I can explore weather patterns in the continent of Asia.</p> |
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| <p><b>Place Knowledge</b></p> |  | <p>I can name, describe and compare familiar places</p> <p>I can link my home with other places in their local community.</p> <p>I know about some present changes that are happening in the local environment e.g. at school.</p> <p>I can suggest ideas for improving the school environment</p> | <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> | <p>I can begin to understand why there are similarities and differences between places.</p> <p>I can develop an awareness of how places relate to each other</p> | <p>I know about the wider context of places – region, country.</p> <p>I can confidently understand why there are similarities and differences between places.</p> | <p>I can compare the physical and human features of a region of the UK and a region of a different continent identifying similarities and differences.</p> | <p>I understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within a different continent.</p> |
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