

<p style="text-align: center;"><b>Geography - Progression</b>  <b>Pontesbury Primary School</b>  <b>Subject Leaders: M Gwyther &amp; H Garcia</b></p>							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>-Talk about the features of their immediate environment or a familiar place such as their home and school.</li> <li>-Talk about simple similarities and differences between familiar places or places in pictures and stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and describe features in the local environment, e.g. house, farm, church.</li> <li>-Use photos, pictures and simple maps to locate places in the school and local environment.</li> <li>-Talk about features of the school and local environment that are liked and disliked.</li> </ul>	<ul style="list-style-type: none"> <li>-Name and describe physical and human features in the local environment.</li> <li>-Use photos and simple street plans to find places in the local environment.</li> <li>-Talk about features of the local environment that are liked and disliked.</li> <li>-Use photos, maps and interactive street maps to name and describe physical features of places not in their locality (e.g. Africa and the seaside).</li> </ul>	<ul style="list-style-type: none"> <li>-Sort, group and compare physical and human features in the local environment.</li> <li>-Use secondary sources (maps and street maps/plans) to locate places and features in the locality and further afield.</li> <li>-Use simple data as evidence to answer simple questions.</li> <li>-Talk about and compare features of the local environment with other environments.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and respond to simple geographical questions.</li> <li>-Use an increasing range of secondary sources and first-hand enquiry, e.g. surveys.</li> <li>-Present findings using a range of simple graphs and charts.</li> <li>-Talk about evidence and draw simple conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to challenging geographical questions by planning a range of tasks in order to find the answers.</li> <li>-Use primary and secondary sources to find information about a range of localities.</li> <li>-Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.</li> <li>-Present reasoned conclusions when presenting my findings.</li> </ul>	<ul style="list-style-type: none"> <li>-Set own challenging questions when investigating geographical features and issues.</li> <li>-Select appropriate sources of primary and secondary information to support investigation.</li> <li>-Select an appropriate way in which to present statistical information and findings.</li> <li>-Ensure that conclusions make accurate reference to the evidence presented.</li> </ul>
<b>Geographical Skills &amp; Fieldwork</b>	<ul style="list-style-type: none"> <li>-Give simple instructions about movement around the classroom and use basic positional language.</li> <li>-Collect simple data around school, e.g. How many children walk past Room 4?</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and describe features of the local environment from photos and leaflets etc.</li> <li>-Label photos and pictures of the local environment, e.g. the church, river etc.</li> <li>-Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a simple map.</li> <li>-Create a simple map of a familiar location using symbols and a simple key.</li> <li>-Carry out a small local survey, e.g. traffic, litter...</li> <li>-Collect weather data</li> </ul>	<ul style="list-style-type: none"> <li>-Identify geographical features on a simple map.</li> <li>-Use simple aerial photos to identify landmarks and basic human and physical features.</li> <li>-Use simple compass directions (North, South, East, and West) to describe the location of features on a map.</li> <li>-Create a simple map of a location using symbols and a simple key to represent features.</li> <li>-Use world maps, atlases and globes to identify the United Kingdom and its countries and world countries, continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>-Carry out a small local survey, e.g. traffic, litter, land use.</li> <li>-Identify a range of geographical features on maps and use these to compare locations.</li> <li>-Create a simple map of a location using symbols and a simple key to represent features and landmarks.</li> <li>-Use the 4 points of the compass to describe the location of features and routes on a map.</li> <li>-Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc.</li> <li>-Use simple geographical vocabulary, e.g. country, city, climate, landscape.</li> <li>-Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass.</li> <li>-Plan and follow a route using an Ordnance Survey map.</li> <li>-Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of equipment and maps to conduct fieldwork tasks.</li> <li>-Communicate findings using geographical terms, e.g. location, land use, settlement.</li> <li>-Map a route to another location in the UK using six-figure grid referencing.</li> <li>-Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of equipment and maps to conduct independent fieldwork.</li> <li>-Communicate findings using complex terminology, e.g. erosion, delta, meander.</li> <li>-Locate a city in the UK using six-figure grid referencing.</li> <li>-Map a route to other locations in Europe and beyond.</li> <li>-Plot a series of points along a route and use the scale to calculate the distance.</li> </ul>
<b>Location &amp; Place Knowledge</b>	<ul style="list-style-type: none"> <li>-Talk about and describe familiar places to them, e.g. home and school.</li> <li>-Talk about how some familiar environments may be similar and different from one another. (Often linked to story books)</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and describe people and places in the local area.</li> <li>-Talk about similarities and differences between places, e.g. physical and human features and weather in the UK and different countries.</li> <li>-Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</li> <li>-Locate the UK on a world map or globe and understand where Pontesbury is within the UK.</li> <li>-Talk about weather in the UK and begin to understand the seasons of the UK</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and compare features of known localities and localities further afield.</li> <li>-Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</li> <li>-Talk about and describe a contrasting locality in the UK (seaside town).</li> <li>-Name and locate the world's seven continents and five oceans.</li> <li>-Talk about and describe how living in Africa is different to the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and compare and contrast localities, including their features, beyond the local area, including a region within the United Kingdom (Birmingham).</li> <li>-Compare features of localities, giving reasons for their similarities and differences.</li> <li>-Compare and contrast the world's seven continents and five oceans.</li> <li>-Talk about and compare climate zones around the world and how this impacts on weather, water and seasons.</li> <li>-Identify the equator</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country- South America- Chile)</li> <li>-Talk about the way in which the physical location can determine the growth of a settlement or industry.</li> <li>-Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop.</li> <li>-Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and describe a range of cities and countries around the world, including a region in a European country.</li> <li>-Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</li> <li>-Identify physical and human features that have contributed towards the change and development of a locality.</li> <li>-Identify the Tropics of Cancer and Capricorn.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and compare a wide range of locations, countries, and continents around the world.</li> <li>-Support reasons for the physical and human features of a location with factual evidence.</li> <li>-Suggest ways in which a location might develop and change in the future, based on factual information.</li> <li>-Identify and describe the links and relationships that connect localities both within and beyond the UK.</li> <li>-Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</li> <li>-Identify physical and human features within a local study and how they have changed over time.</li> </ul>
<b>Human and Physical</b>	<ul style="list-style-type: none"> <li>-Talk about and name familiar features in their local environment e.g. trees, hill, weather, school, playground.</li> <li>-Look at daily weather and choose sensible clothes for the weather.</li> <li>-Talk about the seasons</li> </ul>	<ul style="list-style-type: none"> <li>-Use simple geographical words to describe physical features in the locality e.g. stream, field, forest, hill, river, soil, valley, season, season, weather.</li> <li>-Use simple geographical words to describe human features in the locality e.g. town, village, farm, house, library, doctors, shop, park.</li> <li>-Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about, describe and compare features of different localities.</li> <li>-Use simple geographical words to describe physical features wider than the locality, e.g. beach, cliff, coast, mountain, sea, river, soil, valley, vegetation, season, weather.</li> <li>-Use simple geographical words to describe human features wider than the locality, e.g. city, town, factory, farm, port, harbour.</li> <li>-Identify and describe patterns and changes within the local environment.</li> <li>-Confidently talk about and compare seasonal changes in the UK</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and describe the function of features and landmarks within a locality.</li> <li>-Describe and compare patterns and changes within the local environment, a town and city.</li> <li>-Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes.</li> <li>-Identify a range of simple human processes, e.g. types of settlement and land use.</li> <li>-Identify simple geographical patterns, e.g. Larger and taller buildings in cities.</li> <li>-Identify and describe the way in which physical and human processes can change the features of a locality.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify an increasing range of physical processes, e.g. climate zones and biomes.</li> <li>-Identify an increasing range of human processes, e.g. economic activity including trade links.</li> <li>-Give simple explanations for the location of human and physical features within a locality.</li> <li>-Recognise and describe a wide range of geographical patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify a range of physical processes, e.g. vegetation belts and the water cycle.</li> <li>-Identify a range of human processes (Globalisation), e.g. distribution of natural resources including energy, food, minerals and water.</li> <li>-Identify and describe in detail the impact of change on the lives of people in a given locality.</li> <li>-Compare and contrast an increasing range of geographical patterns.</li> </ul>
<b>Sustainability &amp; Environment</b>	<ul style="list-style-type: none"> <li>-Classroom recycling</li> <li>-Forest school activities which promote care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the things I like and don't like about the local environment.</li> <li>-Talk about what people do in the local environment.</li> <li>-Talk about ways we can care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Express thoughts and views about a locality.</li> <li>-Talk about how people can affect the environment they live in.</li> <li>-Consider different ways we can improve and care for our environment</li> </ul>	<ul style="list-style-type: none"> <li>-Give reasons for thoughts and views about a locality.</li> <li>-Talk about and describe how people try to improve and sustain their environment. Give reasons for local environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>-Justify reason, thoughts and views with factual information.</li> <li>-Provide factual evidence to support ways in which people can improve and sustain the environment.</li> <li>-Use a range of sources of evidence to support environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and give reasons for own and others views about changes to the environment.</li> <li>-Talk about and describe how people's actions can damage and improve the environment.</li> <li>-Talk about and describe reasons for global environmental issues and describe the ways in which groups try to manage an environment's sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and describe the different views that people may hold when changes are made to the environment.</li> <li>-Describe how decisions made about places and environments can impact on the lives of the people who live there.</li> <li>-Consider how the rising population may impact on sustainability.</li> </ul>