



## Geography Progression

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
To investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>
To investigate patterns	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</li> </ul>



	<p>the United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul>	<p>Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<p>Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
<p>To communicate geographically</p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: <u>key physical features</u>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <u>Key human features</u>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of: <u>physical geography</u>, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <u>Human geography</u>, including: settlements and land use.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>

### Further support for 'Fieldwork'

Milestone 1	Milestone 2	Milestone 3
<p><u>Gather information:</u> Use basic observational skills</p>	<p><u>Gather information:</u> Ask geographical questions</p>	<p><u>Gather information:</u> Select appropriate methods for data collection such as interviews,</p>



<p>Carry out a small survey of the local area/school          Draw simple features          Ask and respond to basic geographical questions          Ask a familiar person prepared questions          Use a pro-forma to collect data e.g. tally survey</p> <p><u>Sketching:</u>          Create plans and raw simple features in their familiar environment          Add labels onto a sketch map, map or photograph of features</p> <p><u>Audio/Visual:</u>          Recognise a photo or a video as a record of what has been seen or heard          Use a camera in the field to help to record what is seen</p>	<p>Use a simple database to present findings from fieldwork          Record findings from fieldtrips          Use a database to present findings          Use appropriate terminology</p> <p><u>Sketching:</u>          Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Audio/Visual:</u>          Select views to photograph          Add titles and labels giving date and location information          Consider how photos provide useful evidence use a camera independently          Locate position of a photo on a map</p>	<p>Use a database to interrogate/amend information collected,          Use graphs to display data collected          Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching:</u>          Evaluate their sketch against set criteria and improve it          Use sketches as evidence in an investigation. select field sketching from a variety of techniques          Annotate sketches to describe and explain geographical processes and patterns</p> <p><u>Audio/Visual:</u>          Make a judgement about the best angle or viewpoint when taking an image or completing a sketch          Use photographic evidence in their investigations          Evaluate the usefulness of the images</p>
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**Further support for 'Map Skills'**

<b>Milestone 1</b>		<b>Milestone 2</b>		<b>Milestone 3</b>	
<p><u>Using maps</u>            Use a simple picture map to move around the school.            Use relative vocabulary such as bigger, smaller, like, dislike.            Use directional language such as near</p>	<p><u>Using maps</u>            Follow a route on a map.            Use simple compass directions (North, South, East, West).            Use aerial photographs and plan perspectives to recognise landmarks</p>	<p><u>Using maps</u>            Follow a route on a map with some accuracy.            Locate places using a range of maps including OS &amp; digital.            Begin to match boundaries (e.g. find same boundary of a</p>	<p><u>Using maps</u>            Follow a route on a large scale map.            Locate places on a range of maps (variety of scales).            Identify features on an aerial photograph,</p>	<p><u>Using maps</u>            Compare maps with aerial photographs.            Select a map for a specific purpose.            Begin to use atlases to find out other information (e.g. temperature).</p>	<p><u>Using maps</u>            Follow a short route on a OS map.            Describe the features shown on an OS map.            Use atlases to find out data about other places.</p>



<p>and far, up and down, left and right, forwards and backwards.</p> <p><u>Map knowledge</u> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p><u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features. Use photographs and maps to identify features.</p>	<p>and basic human and physical features.</p> <p><u>Map knowledge</u> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.</p> <p><u>Making maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph). Use and construct basic symbols in a key.</p>	<p>country on different scale maps). Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps. Name &amp; locate the counties and cities of the UK.</p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order. Create a simple scale drawing. Use standard symbols, and understand the importance of a key</p>	<p>digital or computer map. Begin to use 8 figure compass and four figure grid references to identify features on a map.</p> <p><u>Map knowledge</u> Locate Europe on a large scale map or globe. Name and locate countries in Europe (including Russia) and their capitals cities.</p> <p><u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high viewpoint.</p>	<p>Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u> Locate the world's countries, focus on North &amp; South America. Identify the position and significance of lines of longitude &amp; latitude.</p> <p><u>Making maps</u> Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.</p>	<p>Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps.</p> <p><u>Map knowledge</u> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p><u>Making maps</u> Draw plans of increasing complexity. Begin to use and recognise atlas symbols.</p>
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