



## PROGRESSION IN GEOGRAPHY: KNOWLEDGE MILESTONES (YEAR BY YEAR)

	Location Knowledge	Knowledge of Place	Human & Physical Features
EARLY YEARS	<ul style="list-style-type: none"> <li>○ Develop knowledge about their immediate locality: An understanding of where their home and school is and the names of key place/s i.e. St Annes, St Leonard's Road East/West. Home Address.</li> </ul>	<ul style="list-style-type: none"> <li>○ Immediate locality.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifying seasonal weather changes in our locality.</li> <li>○ Introduce basic physical and human geography: house, road, school, street, garden, pathway, season, weather, rain, snow, sun, warm, cold</li> </ul>
	<b>VOCABULARY</b> Starting Point Vocabulary includes: house, road, school, street, garden, pathway, season, weather, rain, snow, sun, warm, cold, near, far, bigger, smaller <i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i>		
YEAR 1	<ul style="list-style-type: none"> <li>○ Develop knowledge about their locality.</li> <li>○ Name and locate the world's seven continents.</li> <li>○ Name, locate and identify characteristics of the four countries of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>○ Small area of the United Kingdom.</li> </ul>	<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.</li> <li>○ Use basic geographical vocabulary to refer to:  <ul style="list-style-type: none"> <li>● key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour, railway, bridge, park, office, shop.</li> </ul> </li> </ul>
	<b>VOCABULARY</b> Starting Point Vocabulary includes: city, town, village, factory, farm, house, office, port, harbour, railway, bridge, park, office, shop, season, weather, country, continent, near, far, left, right, North Pole, South Pole <i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i>		
YEAR 2	<ul style="list-style-type: none"> <li>○ Enhance knowledge about their locality.</li> <li>○ Name and locate the world's five oceans and seven continents.</li> <li>○ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>○ Small area of the United Kingdom then introducing regions of the United Kingdom.</li> <li>○ Small area in a contrasting non-European country.</li> </ul>	<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.</li> <li>○ Use basic geographical vocabulary to refer to:  <ul style="list-style-type: none"> <li>● key <b>physical</b> features, including: beach, cliff, coast, hill, mountain, sea, ocean, river, sand, tide, season and weather.</li> </ul> </li> </ul>
	<b>VOCABULARY</b> Starting Point Vocab. includes: beach, cliff, coast, hill, mountain, sea, ocean, river, sand, tide, season, weather, capital city, continent, country, near, far, left, right, north, south, east, west, North Pole, South Pole, Equator <i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i>		
YEAR 3	<ul style="list-style-type: none"> <li>○ Name and locate counties and cities of the United Kingdom begin to locate areas studied in Europe and North America i.e. San Francisco, Italy.</li> </ul>	<ul style="list-style-type: none"> <li>○ A region of the United Kingdom.</li> <li>○ A region within North America.</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe and understand key aspects of:  <b>physical</b> geography, including: climate zones and earthquakes, rivers, mountains, floods  <b>human</b> geography, including: types of settlement and land use</li> </ul>
	<b>VOCABULARY</b> Starting Point Vocabulary includes: coastline, hills, river, sea, country, capital city, region, county, Europe, North America, valley, mountain, continent, forest, earthquake, climate zone, settlement, Equator, N Pole, S Pole, Scandinavia <i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i>		
YEAR 4	<ul style="list-style-type: none"> <li>○ Locate the world's countries using maps to focus upon Europe (including Russia), Africa (not statutory) and North and South America.</li> <li>○ Identify the Northern Hemisphere, Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>○ A region of the United Kingdom.</li> <li>○ A region within Europe.</li> </ul> <i>Additionally within physical geography: Making reasonable links to Africa through Ancient Egypt history driven theme.</i>	<ul style="list-style-type: none"> <li>○ Describe and understand key aspects of:  <b>physical</b> geography, including: vegetation belts, biomes  <b>human</b> geography, including: trade links, economic activity, type of settlement, land use</li> </ul>
	<b>VOCABULARY</b> Starting Point Vocabulary includes: irrigation, river, sea, country, capital city, region, county, Europe, Africa, settlement, climate zone, vegetation belt, biomes, immigration, hemisphere, continent, ocean, N Pole, S Pole, Equator <i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i>		
YEAR 5	<ul style="list-style-type: none"> <li>○ Name and locate the world's countries including United Kingdom, Europe and South America.</li> <li>○ Recall, name and locate counties and cities of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>○ A region of the United Kingdom.</li> <li>○ A region within Europe.</li> <li>○ A region within South America.</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe and understand key aspects of:  <b>physical</b> geography, including: volcanoes - active and extinct, climate zone, environmental region, rainforests, natural resources, fuels  <b>human</b> geography, including: trade, energy industry, migration, economic activity, leisure and entertainment industry</li> </ul>
	<b>VOCABULARY</b> Starting Point Vocabulary includes: volcano, dormant, active, extinct, river, sea, country, capital city, region, county, continent, environment region, climate zone, vegetation, hemisphere, N Pole, S Pole, Equator, commerce, fuel, energy, tourism, migrate <i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i>		
YEAR 6	<ul style="list-style-type: none"> <li>○ Locate the world's countries, using maps to focus on North and South America.</li> <li>○ Name and locate counties and cities of the United Kingdom.</li> <li>○ 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).</li> </ul>	<ul style="list-style-type: none"> <li>○ A region of the United Kingdom.</li> <li>○ Themes and events within Europe, North America and South America.</li> </ul>	<ul style="list-style-type: none"> <li>○ Apply the key aspects of:  <b>physical</b> geography and <b>human</b> geography, learned through the prior years and terms, applied within the context of the 'modern' place and location studies designed for the year 6 programme of study.</li> </ul>
	<b>VOCABULARY</b> Starting Point Vocabulary includes: river, sea, country, capital city, region, county, continent, hemisphere, N Pole, S Pole, Equator, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, Time Zones, longitude, latitude, Prime/Greenwich Meridian <i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i>		

**NOTE: ALMOST ALL PLACE/LOCATION/REGION NAMES WILL NOT BE LISTED HERE UNDER VOCABULARY. THEY WILL BE REFLECTED ON THE GEOGRAPHY KNOWLEDGE MATS IN CLASSROOMS.**

# PROGRESSION IN GEOGRAPHY: SKILLS MILESTONES (YEAR BY YEAR)

	Maps	Fieldwork	Investigate & Enquire	Communication	Use of Technology
YEAR 1 (YELLOW OPPORTUNITIES CAN BE EXPLORED IN EYFS)	<ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller, near/far.</li> <li>Know that maps give information about places in the world (where/what?).</li> <li>Locate land and sea on maps.</li> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>Follow a route on a map starting with a picture map of the school.</li> <li>Recognise that maps need titles.</li> <li>Recognise landmarks and basic human features on aerial photos.</li> <li>Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>Use and construct basic symbols in a map key.</li> <li>Know that symbols mean something on maps.</li> <li>Begin to realise why maps need a key.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>Investigate through observation and description.</li> <li>Recognise differences between their own and others' lives.</li> </ul>	<ul style="list-style-type: none"> <li>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li> <li>Use basic geographical vocabulary from the Knowledge Progression section as well as to describe specific local geographical features (tram station, pier etc.)</li> <li>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> <li>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use a digital map.</li> <li>Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> </ul>
YEAR 2	<ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Know that maps give information about places in the world (where/what?).</li> <li>Locate land and sea on maps.</li> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>Recognise that maps need titles.</li> <li>Recognise landmarks and basic human features on aerial photos.</li> <li>Know which direction is North on an OS map.</li> <li>Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>Use and construct basic symbols in a map key.</li> <li>Know that symbols mean something on maps.</li> <li>Find given basic OS symbol on a map with support</li> <li>Begin to realise why maps need a key.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>Use simple compass directions (NSEW).</li> <li>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>Investigate through observation and description.</li> <li>Recognise differences between their own and others' lives.</li> </ul>	<ul style="list-style-type: none"> <li>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>Notice and describe patterns.</li> <li>Use basic geographical vocabulary from the Knowledge Progression section as well as to describe specific local geographical features (tram station, pier etc.)</li> <li>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple electronic globes/maps.</li> <li>Do simple searches within specific geographic software.</li> <li>Use a postcode to find a place on a digital map.</li> <li>Add simple labels to a digital map.</li> <li>Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> </ul>

# PROGRESSION IN GEOGRAPHY: SKILLS MILESTONES (YEAR BY YEAR)

	Maps	Fieldwork	Investigate & Enquire	Communication	Use of Technology
YEAR 3	<ul style="list-style-type: none"> <li>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>Recognise that larger scale maps cover less area.</li> <li>Make and use simple route maps.</li> <li>Use the index and contents page of atlases.</li> <li>Use 4 figure coordinates to locate features on maps.</li> <li>Create maps of small areas with features in the correct place..</li> <li>Link features on maps to photos and aerial views.</li> </ul>	<ul style="list-style-type: none"> <li>Use the eight points of a compass.</li> <li>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>Make links between features observed in the environment to those on maps and aerial photos.</li> </ul>	<ul style="list-style-type: none"> <li>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</li> <li>Make comparisons with their own lives and their own situation.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe geographical features, processes (changes), and patterns.</li> <li>Use geographical language relating to the physical and human processes detailed in the Knowledge Progression section.</li> <li>Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</li> </ul>	<ul style="list-style-type: none"> <li>Use the zoom facility on digital maps to locate places at different scales.</li> <li>View a range of satellite images</li> <li>Draw and follow routes on digital maps.</li> <li>Make use of geography in the news – online reports &amp; websites.</li> </ul>
YEAR 4	<ul style="list-style-type: none"> <li>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</li> <li>Use maps at more than one scale.</li> <li>Recognise that larger scale maps cover less area.</li> <li>Recognise patterns on maps and begin to explain what they show.</li> <li>Use the index and contents page of atlases.</li> <li>Label maps with titles to show their purpose</li> <li>Recognise that contours show height and slope.</li> <li>Use plan views.</li> </ul>	<ul style="list-style-type: none"> <li>Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>Make links between features observed in the environment to those on maps and aerial photos.</li> </ul>	<ul style="list-style-type: none"> <li>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</li> </ul> <p>AFRICA: EYGPT</p> <ul style="list-style-type: none"> <li>Show increasing empathy and describe similarities as well as differences.</li> <li>Make comparisons with their own lives and their own situation.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe geographical features, processes (changes), and patterns.</li> <li>Use geographical language relating to the physical and human processes detailed in the Knowledge Progression section (e.g. tundra, coniferous/deciduous forest when learning about biomes).</li> <li>Express opinions and personal views about what they like and don't like about specific geographical features and situations.</li> </ul>	<ul style="list-style-type: none"> <li>Use the zoom facility on digital maps to locate places at different scales.</li> <li>View a range of satellite images</li> <li>Draw and follow routes on digital maps.</li> <li>Use spreadsheets, tables and charts to collect and display geographical data.</li> <li>Make use of geography in the news – online reports &amp; websites.</li> </ul>

# PROGRESSION IN GEOGRAPHY: SKILLS MILESTONES (YEAR BY YEAR)

	Maps	Fieldwork	Investigate & Enquire	Communication	Use of Technology
YEAR 5	<ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos.</li> <li>Begin to understand the differences between maps e.g. Google maps vs. and OS maps.</li> <li>Choose the most appropriate map/globe for a specific purpose.</li> <li>Understand that purpose, scale, symbols and style are related.</li> <li>Use six figure coordinates.</li> <li>Use a wider range of OS symbols including 1:50K symbols.</li> <li>Know that different scale OS maps use some different symbols.</li> <li>Use models and maps to discuss land shape i.e. contours and slopes.</li> <li>Use the scale bar on maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use eight cardinal points to give directions and instructions.</li> <li>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record at different times and in different places – (e.g. temperature in St Annes, South America, Central &amp; Southern Europe)</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions and test simple hypotheses about people and places.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas (contour lines and mountainous regions)</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Use and interpret live data e.g. weather patterns</li> <li>Communicate geographical information electronically (e.g. multimedia software, webpage, blog, poster or app).</li> </ul>
YEAR 6	<ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos.</li> <li>Begin to understand the differences between maps e.g. Google Earth, and OS maps.</li> <li>Choose the most appropriate map/globe for a specific purpose.</li> <li>Interpret and use thematic maps.</li> <li>Understand that purpose, scale, symbols and style are related.</li> <li>Use latitude/longitude in a globe or atlas.</li> <li>Create sketch maps using symbols and a key.</li> <li>Use the scale bar on maps.</li> <li>Read and compare map scales.</li> <li>Draw measured plans.</li> </ul>	<ul style="list-style-type: none"> <li>Use eight cardinal points to give directions and instructions.</li> <li>Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions that are more causal (e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?)</li> </ul>	<ul style="list-style-type: none"> <li>Use more precise geographical language relating to the physical and human processes detailed in the Knowledge Progression section.</li> <li>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>Develop their views and attitudes to critically evaluate responses to wider local and world geographical concerns and issues.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Use wider range of labels and measuring tools on digital maps.</li> <li>Start to explain satellite imagery.</li> </ul>