Geography progression map

End of year statements for ARE pupils						
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Sources of geographical information inc. map skills, using globes, diagrams, aerial photographs and GIS	I can recognise that people use maps to find things. I can follow a simple map e.g. to find treasure. I can draw picture maps of imaginary places and from stories. I can use my own symbols on an imaginary map. I can use a simple picture map to move around the school; I can recognise that it is about a place. **Use:** Picture maps and globes)	I can draw and read a simple map e.g. of my journey to school. I can follow directions (as yr 1 and inc'. NSEW). I can draw a map of a real or imaginary place. I can begin to understand the need for a key. I can follow a route on a map. Use a plan view and use infant atlas to locate places. I can find land/sea on globe. **Use**: teacher drawn base maps. Use large scale OS maps. Use an infant atlas.	I can map a small area of the locality using simple symbols and keys. I can use 4 compass points to follow/give directions. I can use letter/no. coordinates to locate features on a map. I can make a map of a short route experienced, with features in correct order. I can make a simple scale drawing. I can understand why a key is needed. Use standard symbols. I can locate places on larger scale maps e.g. map of Europe. **Use:** large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	I can use different maps of the local area to locate places and map journeys, including Ordnance Survey I can observe and collate data to explore and explain features in our local area on area on a map. I can use 4 compass points well to locate features on a map confidently. I can make a map of a short route experienced, with features in correct order. I can make a simple scale drawing, using a key and symbols. I can locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. **Use**: large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	I can use lines of latitude and longitude to locate places. I can recognise and use time zones. I can use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. I can begin to draw a variety of thematic maps based on their own data. I can use/recognise OS map symbols. I can compare maps with aerial photographs. I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world). **Use:** index and contents page within atlases. Use medium scale land ranger OS maps.	I can use detailed physical maps to explain settlement of England including using 6 figure grid references on OS maps to locate positions and analyse place names. I can use 8 compass points confidently and accurately; to locate features on a map. I can begin to use 6 figure grid refs; use latitude and longitude on atlas maps. I can use/recognise OS map symbols and use atlas symbols. I can follow a short route on an OS map. Describe features shown on OS map. I can locate places on a world map. I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns). **Use:** OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
Field work (inc. compass skills)	I can observe and describe daily weather patterns. I can use simple fieldwork and observational skills when studying the geography of their school and its grounds.	I can identify seasonal and daily weather patterns. I can develop simple fieldwork and observational skills when studying the	I can use fieldwork to observe human activity and to record/present findings. I can observe, record, and name geographical features in their local environments.	I can observe, record, and name geographical features in their local environments.	I can observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	I can use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Locational knowledge	I can give directions using left/right/near/far/forwards/backwards. Locate and name the four countries of the UK on a map. I know the names of some continents of the world.	I can use simple compass directions. I can locate the major cities of the UK on a map. I know the names of the oceans and continents.	I can locate and name the towns and villages in the local area. I can recognise some of the human and physical geographical features in the local area e.g. River Trent and A38	I can locate and name the key countries of Europe. I can make comparisons of the same geographical features in different countries.	I can identify some countries and major cities of the world. Describe some of the key human and physical geographical features of the world.	I can locate and name the key geographical features of the UK taking account of population, economic activity and transport systems. I can use scales to calculate distances on different maps of the UK.

Geography progression map continued…

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	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Physical geography	I know that some places on earth are very different from our local area and describe some key differences. I can describe the weather and predict the weather in different seasons.	I can describe and compare physical features seen in the local environment and other places in the world. I can use some key geographical vocabulary e.g. coast, cliff, mountain etc.	I can recognise different world climate zones and how they impact on the lives of people who live there e.g. farming; rainfall; temperature etc. I can measure, compare and contract the weather pattern at home and abroad.	I can describe how physical activity has impacted on or changed the physical and human characteristics of a place in the world e.g. volcanoes, mountains etc.	I can explain how climate changes at different lines of latitude. I can explain the water cycle and the importance of irrigation and water conservation schemes.	I can identify the role rivers played in settlement. I can explain the importance of the North Sea and English Channel as route for settlement and trade.
Human geography	I can name and describe key features of the local town or village. Link human activities to key places e.g. hospital; supermarket; station etc.	I can use given information and observations to ask and respond to questions about the environment, recognising how people affect this.	I can describe the land use in the local area. I can identify how people both damage and improve the environment.	I can compare and contrast the geography and human activity of two contrasting locations.	I can explain how climate and natural resources influence human activity and economies. I can explain the effect of commercial and industrial activity on the environment.	I can explain how human settlement and migration has impacted on the land.
Enquiry skills	I can ask and answer simple geographical questions. I can describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	I can ask and answer simple geographical questions when investigating different places and environments. I can describe similarities, differences and patterns.	I can ask and answer more searching geographical questions when investigating different places and environments. I can identify similarities, differences and patterns when comparing places and features.	I can ask and respond to more searching geographical questions including 'how?' and 'why?' I can identify and describe similarities, differences and patterns when investigating different places, environments and people.	I can ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? I can recognise geographical issues affecting people in different places and environments.	I can ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? I can make predictions and test simple hypotheses about people, places and geographical issues
Vocabulary	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right	Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European	rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links	Be able to describe and start to explain geographical processes using the correct terminology. Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,