



Savile Park Primary School

Progression in Geography



| | Reception | Year 1 | Year 2 | Year 3 | Years 4 | Year 5 | Years 6 |
|----------------------|---|---|--|--|--|--|--|
| Locational Knowledge | <p>I can draw pictures of places I have been to. (Autumn 1 - Marvellous me / Summer 2 - Amazing animals)</p> <p>I can identify photographs of places known to me. (Autumn 1 - Marvellous me / Summer 2 - Amazing animals)</p> | <p>I can name and locate the world's seven continents. (Spring 1- Our world)</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Summer 2- Our country)</p> | <p>I can name and locate the world's five oceans. (Summer 2- Under the sea)</p> <p>I can name and locate the surrounding seas of the United Kingdom. (Summer 2- Under the sea)</p> | <p>I can locate the world's countries, using maps (with focus on Europe including Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Spring 2 - Europe)</p> <p>I can name and locate countries of the UK. (Summer 1 - Yorkshire)</p> <p>I can identify the position and significance of the equator, the northern and southern hemisphere. (Spring 2 - Europe)</p> | <p>I can locate the world's countries, using maps (with focus on North America) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Autumn 2 - USA)</p> <p>I can name and locate cities of the UK. (Spring - Romans / Summer 2 - Whitby)</p> <p>I can identify the position and significance of the tropics of cancer and Capricorn, Arctic and Antarctic circle. (Spring 2 - Europe)</p> | <p>I can locate the world's countries, using maps (with focus on North and South America) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Autumn 2 - Trade / Summer 2 - Caribbean)</p> <p>I can identify the position and significance of latitude and longitude. (Spring 2 - Rainforests)</p> <p>I can identify the position and significance of the Prime/Greenwich</p> | <p>I can locate the world's countries, using maps (with focus on all places studied across the key stage) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Spring - Vikings / Summer - Mayans)</p> |



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| | | | | | (Autumn 2 - USA) | Meridian and time zones. (Spring 2 - Rainforests / Summer 2 Caribbean) | |
| Place Knowledge | <p>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. (Spring 1 - Where in the world)</p> <p>I know about similarities and differences in relation to places, objects,</p> | <p>I can locate and name places on a UK map. (Summer 2- Our country)</p> <p>I can make simple comparisons between different places. (Summer 2- Our country)</p> | <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country. (Spring 2/ Summer 1- South Africa)</p> <p>I can make detailed comparisons between features of different places. (Spring 2/Summer 1- South Africa)</p> | <p>I can understand the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and a region in a European country. (Spring 2 - Europe)</p> | <p>I can understand the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and a region in a North America. (Autumn 2 - USA)</p> | <p>I can understand the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and a region in South America. (ALL TOPICS)</p> | <p>I can understand the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and regions already studied across the key stage. (Spring - Vikings / Summer - Mayans)</p> |



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| | <p>materials and living things. (Spring 1 - Where in the world)</p> <p>I can talk about the features of my own immediate environment and how environments might vary from one another. (Spring 1 - Where in the world)</p> | | | | | | |
| Human and physical geography | <p>I can understand some similarities and differences between the natural world around me and contrasting environments, drawing on</p> | <p>I can identify seasonal and daily weather patterns in the UK. (Spring 1 - Our world)</p> <p>I can locate hot and cold areas of the world in relation to the</p> | <p>I can identify human and physical features in my surroundings and on photographs. (Spring 1 - Halifax and the Piece Hall / Summer 2 - Under the sea)</p> | <p>I can describe and understand the key aspects of physical geography including climate zones (Spring 2 - Europe), mountains, volcanoes and earth quakes. (Autumn 2 - Volcanoes)</p> | <p>I can describe and understand the key aspects of human geography including, types of settlement and land use, economic activity including trade links.</p> | <p>I can describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts. (Spring 2 - Rainforests)</p> | <p>I can describe and understand the key aspects of physical geography including rivers and the water cycle. (Autumn - Water)</p> <p>I can describe and understand the key aspects of human</p> |



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| | <p>experiences and what has been read in class. (Spring 1 - Where in the world)</p> <p>I can understand some important processes and changes in the natural world around them, including the seasons. (Autumn 2 - If you go down to the woods)</p> | <p>Equator and the North and South Poles. (Spring 1 - Our World)</p> | | | <p>(Spring - Romans / Summer 1 - Toffee Town)</p> | <p>I can describe and understand the key aspects of human geography including, types of settlements, land use and economic activity including trade links. (Spring 1 - Anglo - Saxons / Autumn 2 - Trade)</p> | <p>geography including the distribution of natural resources including energy, food, minerals and water. (Autumn - Water)</p> |
| Geography skills and field work | <p>I can follow directions. (Autumn 1 - marvellous me)</p> | <p>I can use world maps, atlases and globes to identify the UK and its countries. (Summer 2 - Our country)</p> <p>I can use world maps, atlases and</p> | <p>I can use world maps, atlases and globes to identify countries studied. (Spring 2 - South Africa)</p> <p>I can use world maps, atlases and</p> | <p>I can use maps, atlases, globes and digital computing and describe features studied. (ALL TOPICS)</p> <p>I can use the 4 points of a compass.</p> | <p>I can use maps, atlases, globes and digital computing and describe features studied. (ALL TOPICS)</p> <p>I can use the 8 points of a compass.</p> | <p>I can use maps, atlases, globes and digital computing and describe features studied. (ALL TOPICS)</p> <p>I can use four-figure grid references.</p> | <p>I can use maps, atlases, globes and digital computing and describe features studied. (ALL TOPICS)</p> <p>I can use six-figure grid references. (Summer - Mayans)</p> |



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| | | <p>globes to identify continents studied. (Spring 1 - Our world)</p> <p>I can use directional language (near, far, left and right) to describe the location of features and routes on a map. (Autumn 1 - Our School)</p> <p>I have used a simple picture map to move around the school. (Autumn 1 - Our School)</p> <p>I can draw and follow a route on a map of my school and of a place I know, using symbols.</p> | <p>globes to identify oceans studied. (Summer 2 - Under the sea)</p> <p>I can use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. (Autumn 1 - Pirates / Spring 1 - Halifax and the Piece Hall)</p> <p>I can draw a simple map of a place I know and use symbols. (Autumn 1 - Halifax and the Piece Hall)</p> <p>I can draw and follow a route on a map of my local area.</p> | <p>(Summer 1 - Yorkshire)</p> <p>I can use symbols and keys on maps to build my knowledge of the UK. (Summer 1 - Yorkshire)</p> <p>I can use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods including sketch maps and plans. (Summer 1 - Yorkshire)</p> <p>I can locate places on larger scale maps e.g. map of Europe. (Spring 2 - Europe/ Autumn 2 - Volcanoes)</p> | <p>(Summer 1 - Toffee town / Summer 2 - Whitby)</p> <p>I can use symbols and keys on maps (including ordnance survey maps) to build my knowledge of the UK. (Summer 1 - Toffee Town / Summer 2 - Whitby)</p> <p>I can use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods including sketch maps, plans and digital technologies. (Summer 1 - Toffee Town / Summer 2 - Whitby)</p> <p>I can find places and follow routes on</p> | <p>(Autumn 2 - Trade)</p> <p>I can use symbols and keys on maps (including ordnance survey maps) to build my knowledge of the UK and wider world. (ALL TOPICS - Taught in Autumn 2 - Trade)</p> <p>I can compare different maps of different scales. (Summer 2 - Caribbean)</p> <p>I can begin to use atlases to find out about other features of places. (ALL TOPICS)</p> <p>I can measure straight line distance on a plan. (Autumn 2 - Trade)</p> | <p>I can use symbols and keys on maps (including ordnance survey maps) to build my knowledge of the UK and wider world. (Autumn - Water)</p> <p>I can use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods including sketch maps, plans and graphs. (Autumn - Water)</p> <p>I can identify OS symbols on a map. (Autumn - Water)</p> <p>I can select a map for a purpose. (Autumn - Water)</p> |
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| | | <p>(Autumn 1 - Our school)</p> | <p>(Spring 1 - Halifax and the Piece Hall)</p> <p>I can identify and use symbols on a map, including using a key. (Autumn 1 - Pirates)</p> <p>I have used aerial and plan perspectives of different locations. (Spring 1 - Halifax and the Piece Hall)</p> | <p>I can follow and draw a route on a map. (Summer 1 - Yorkshire)</p> <p>I can begin to match boundaries (E.g. find the same boundary of a county on different maps). (Spring 2 - Europe)</p> | <p>maps of different scales. (Summer 1 - Toffee Town / Summer 2 - Whitby)</p> <p>I can use co-ordinates to locate features on a map. (Summer 1 - Toffee Town)</p> <p>I can begin to recognise symbols on an OS map. (Summer 1 - Toffee Town / Summer 2 - Whitby)</p> | <p>I can use a scale to measure distances. (Autumn 2 - Trade)</p> <p>I can sketch a map using symbols and a key. (Autumn 2 - Trade)</p> <p>I can use latitude and longitude on atlas maps. (Spring 2 - Rainforests)</p> | <p>I can begin to draw a variety of thematic maps based on my own data. (Autumn - Water)</p> <p>I can draw/use maps and plans at a range of scales. (Autumn - Water)</p> <p>I can begin to draw plans of increasing complexity. (Autumn - Water)</p> |
| Geographic enquiry | | <p>I can ask and respond to simple closed questions. (ALL TOPICS)</p> | <p>I can use books, stories, maps, pictures/photos and internet as sources of information. (ALL TOPICS)</p> | <p>I can begin to ask geographical questions and offer my own ideas in response to these. (Autumn 2 - Volcanoes)</p> | <p>I can find similarities and differences in different places and explain why some of these occur. (Autumn 2 - USA)</p> | <p>I can use primary and secondary sources of information. (ALL TOPICS)</p> <p>I can identify changes/patterns</p> | <p>I can suggest questions for investigation. (Autumn - Water)</p> <p>I can collect, record and analyse evidence to draw</p> |



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| | | | <p>I can investigate my surroundings and make observations about where things are, what and why things happen. (Summer 2 - Under the sea)</p> | <p>I use books, stories, atlases, pictures/photos and internet as sources of information. (ALL TOPICS)</p> <p>I can begin to collect, record and analyse evidence about different places. (Summer 1 - Yorkshire)</p> <p>I can identify and compare human and physical features in different places. (Spring 2 - Europe)</p> | <p>I have used fieldwork to make observations about an area including the physical and human features, outside my locality. (Summer 2 - Whitby)</p> <p>I can identify similarities and differences in different places within the same country and explain why these things occur. (Autumn 2 - USA)</p> | <p>over time in different places. (Autumn 2 - Trade)</p> <p>I can identify the impact of a place on other people. (Spring 2 - Rainforests)</p> <p>I can identify similarities and differences in places within the same country and explain why these differences occur. (Summer 2 - Caribbean)</p> | <p>conclusions about different places. (Autumn - Water)</p> <p>I can identify the physical (Autumn - Water) and human features of a place studied and understand why they occur. (Spring - Vikings)</p> <p>I can analyse evidence from fieldwork and draw conclusions. (Autumn - Water)</p> |
| Vocabulary | Forward, backwards, up, down, spring, summer, autumn, winter, snow, rain, sun, storm, cloud | forest, hill, mountain, soil, season and weather, city, factory, farm, house, office and shop, hot, cold, equator | beach, cliff, coast, sea, ocean, river, valley, vegetation, town, village, port, harbour, North, South, East and West | Human, physical, aerial, mountains, volcanoes and earthquakes, climate zones, Equator, Northern | Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, types of settlement and land use, | biomes and vegetation belts, economic activity including trade links, distribution of natural resources food, latitude, longitude, Prime/Greenwich | rivers, water cycle, distribution of natural resources including energy, minerals and water |



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| | | | | Hemisphere, Southern Hemisphere, | | Meridian and time zones | |
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