



St Luke's CE Primary

## Geography Progression Map and End Points



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## Geography Curriculum Progression and End Points

Term	End of KS1	End of Lower KS2	End of Upper KS2
<p><b>To Investigate Places</b></p>	<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. 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. 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. 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>
<p><b>To Investigate Patterns</b></p>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <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>	<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. Describe some of the characteristics of these geographical areas.</li> <li>Describe geographical similarities and differences between countries.</li> <li>Describe how the locality of the school has changed over time.</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 Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <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><b>To Communicate Geographically</b></p>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>key human features</b>, 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:</li> <li><b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <b>human geography</b>, 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:</li> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</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>

## End Points in Learning in the Geography Curriculum

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• Pupils can use a map and globe to locate places within the UK and contrasting country</li> <li>• Pupils can talk with some confidence about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas</li> <li>• Pupils can use world maps, atlases and globes with growing confidence</li> <li>• Pupils can identify the seasons and associated weather patterns in the UK</li> <li>• Pupils can use a growing vocabulary to describe geographical features</li> <li>• Pupils can use simple observational fieldwork skills to study the school and its grounds</li> <li>• Pupils can use a map or globe to locate the seven continents and five oceans in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can use a map and globe to locate places within the UK and contrasting country</li> <li>• Pupils can talk with some confidence about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas</li> <li>• Pupils can use world maps, atlases and globes with growing confidence</li> <li>• Pupils can identify the seasons and associated weather patterns in the UK</li> <li>• Pupils can use a growing vocabulary to describe geographical features</li> <li>• Pupils can use simple observational fieldwork skills to study the school and its grounds</li> <li>• Pupils can identify simple compass directions of North South East and West</li> <li>• Pupils can use aerial photographs with gaining confidence</li> <li>• Pupils can devise a simple map and construct a basic symbol based key for the map</li> <li>• Pupils can use a map or globe to locate the seven continents and five oceans in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate and name counties and cities within the UK</li> <li>• Pupils can key topographical features such as hills, mountains, rivers and coast</li> <li>• Pupils can understand and explain how land use may have changed over time</li> <li>• Pupils can compare and contrast human and physical geographical differences in contrasting locations</li> <li>• Pupils can identify types of settlement and land use including distribution of energy, food, and water</li> <li>• Pupils can use maps, atlases, globes and digital mapping to locate countries</li> <li>• Pupils can use begin to use an OS maps and recognise symbols and keys</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Pupils can name and locate and name counties and cities within the UK</li> <li>• Pupils can key topographical features such as hills, mountains, rivers and coast</li> <li>• Pupils can understand and explain how land use may have changed over time</li> <li>• Pupils can compare and contrast human and physical geographical differences in contrasting locations</li> <li>• Pupils can identify types of settlement and land use including distribution of energy, food, and water</li> <li>• Pupils can relate location to trade links</li> <li>• Pupils can begin to use the eight points on a compass and six figure grid reference</li> <li>• Pupils can use maps, atlases, globes and digital mapping to locate countries</li> <li>• Pupils can use OS maps and recognise symbols and keys</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify and locate and know the significance the position of latitude, longitude, Equator, Northern and Southern Hemisphere</li> <li>• Pupils can identify and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>• Pupils can recognise the importance of Prime/Greenwich Meridian and time zones</li> <li>• Pupils can confidently use atlases, globes and digital mapping to locate countries and describe features studied</li> <li>• Pupils can use the eight points of the compass and six figure grid reference confidently</li> <li>• Pupils can use OS maps confidently</li> <li>• Pupils can confidently use symbols and more complex keys to draw maps</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can locate the world's countries using maps</li> <li>• Pupils can key physical and human characteristics of major countries and major cities</li> <li>• Pupils can develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• Pupils can discuss types of settlements and land use</li> <li>• Pupils can confidently use the 8 points of the compass and six grid references</li> <li>• Pupils can confidently use OS/ aerial maps GIS and globes / maps</li> <li>• Pupils can interpret a range of sources of geographical information</li> <li>• Pupils can collect, analyse and communicate with a range of data gathered through experiences of fieldwork</li> <li>• Pupils can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>