ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Geography Progression Document

	KS1	KS2 lower	KS2 upper
Geography ARE **Contextual world knowledge**	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Geography ARE **Understanding**	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.
Geography ARE **Geographical enquiry**	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence and recognise and explain why others may have different points of view.
Map knowledge			
World locations	Identify the 7 continents and 5 oceans Identify contrasting non-European place Identify places of relevance and in the news	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and	Identify 7 continents, 5 oceans and their human and physical features Identify comparison study places, bordering countries, capital cities and

		human and physical features Identify places of relevance and in the news	human and physical features Identify places of relevance and in the news
UK locations	Identify the 4 countries, capitals, surrounding seas, own school and county (Hampshire) both now and over time	Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time	Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time
Map vocabulary			
Positional vocabulary	Equator, South Pole, North Pole	Equator, Northern hemisphere, Southern Hemisphere, Longitude and latitude	Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, time zones, Prime/Greenwich Meridian
Direction vocabulary	Up, down, left, right, near, far North, East, South, West Bigger/smaller, like/dislike, similar/different	North, Northeast, East, Southeast, South, Southwest, West, Northwest	North, Northeast, East, Southeast, South, Southwest, West, Northwest
Map skills			
Grid references	Letter and number co-ordinates	4 figures	6 figures Latitude and longitude
Compass points	4 point compass directions to follow and give directions	8 point compass directions to follow and give directions	8 point compass directions to follow and give directions
Map work	Draw a simple map from imagination, stories or knowledge Create and use symbols in a key Interpret simple symbols on a map Describe features and routes on a map Give and follow directions and routes on a simple map	Draw a map of a short route from knowledge and journeys Use OS symbols in a key Interpret symbols on a map Describe features and routes on a map Give and follow directions and routes on a detailed map	Draw maps with detail and accuracy Use OS symbols in a key Interpret symbols and numbers on a map Describe features and routes on a map and compare to photos Give and follow directions and routes on a detailed map, e.g. OS Use a scale to measure distances
Resources			
Maps	Globe, world map, UK map, infant atlas, large scale OS map	Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS)	Globe, world map, UK map, junior atlas, OS maps, computer mapping (GIS), atlas contents and index page
Visual resources	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw
Enquiry			
Focus	Child centred, interpreted by the child's imagination, subjective		Accurate, precise and reduced amount of subjectivity

Skills	Identify, describe, explain, compare, evaluate	Identify, describe, explain, compare, evaluate	Identify, describe, explain, compare, evaluate
Questions	Ask and answer questions in isolation and sequence Think about how different people may have a different opinion	Ask and answer questions of themselves, other people and environments Explain why different people may have different opinions	Ask and answer questions of themselves, other people and environments Explain and understand why different people may have different opinions
Fieldwork	Teacher led question and enquiry, observations to recognise features, basic sketch to show features, photos to record features, group work with an adult, simple observations to use as evidence to reach a simple conclusion.	Teacher led question and child led conclusion, observations to spot patterns, measurements and recordings using a simple tally, standard units and technology such as cameras, measuring equipment and apps, findings presented as sketch maps, plans, graphs or using digital technologies, conclusions explained and evidenced to compare places.	Child led question, enquiry and conclusion, observations, measurements and recordings of primary and secondary data, findings presented in a range of maps and graphs including use of paper and digital technologies, explained, evidenced and evaluated conclusion to compare places.