



GEOGRAPHY PROGRESSION: Disciplinary and Substantive knowledge

Fieldwork and enquiry					
	KS1	Year 3	Year 4	Year 5	Year 6
Observing	Making observations	Making some links between observations in the local area and places they know.	Making clear links and between observations in their local area and place studied.	Making some links between observations in the local area and places in the wider world.	Making clearly explained links between observations in the local area and places the wider world to identify patterns.
Asking geographical questions.	Asking and answering basic questions.	Ask questions of people or research material to gather information.	Beginning to form and ask questions, using geographical vocabulary, to gather the opinions of views of others or question resources used.	Devising and asking their own relevant questions (with guidance), using geographical vocabulary, to gather data to answer child led enquiry questions.	Devise and ask questions, using geographical vocabulary, to gather the relevant data needed to answer the child led enquiry question.
Collecting data	<p>Collecting data in a simple way.</p> <p>Using sources such as simple maps, atlases, globes, images and aerial photos.</p>	<p>Using a camera, video or audio to gather appropriate data.</p> <p>Asking geographical questions about places and environments and expressing opinions about them.</p> <p>Measuring accurately using a tally and standard units.</p>	<p>Measuring and recording information using a variety of methods including digital technologies or simple equipment.</p> <p>Describing the benefits and limitations of their data and collection methods.</p>	<p>Simply justifying data collection methods.</p> <p>Presenting data and findings using maps, graphs, digital technologies to show a clear enquiry route from child led question to child led conclusion.</p> <p>Measuring human and/or physical features in the local area using a range of appropriate instruments and methods.</p>	<p>Accurately measuring human/ physical features</p> <p>Using a range of appropriate instruments and methods.</p> <p>Justifying and evaluating data collection methods.</p>



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Presenting and analysing data	Presenting data in a simple way.	Presenting data and findings simply using maps, graphs and digital technologies.	Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from question to conclusion.	Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.	Independently presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.
Evaluating and Communicating		Reaching, with guidance, a conclusion to the teacher led fieldwork question.	Expressing their opinions relating to issues and realising others may think differently. Reaching a simply explained child led conclusion to the teacher led fieldwork question.	Reaching a described and explained conclusion to the fieldwork question or prediction.	Reaching a described and explained conclusion to the fieldwork question or prediction that is backed up with data or evidence they have collected.



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Map work					
	KS1	Year 3	Year 4	Year 5	Year 6
Use a variety of types of maps at varying scales.	Use simple maps with keys. Atlases appropriate to age.	Can use a range of maps and images.	Can use globes, atlases, photographic images and begin to use aerial photos and computer mapping.	Can confidently use atlases, maps, globes and digital maps when needed for a variety of purposes.	Can independently use a range of maps, atlases, images, globes and digital mapping for a range of purposes.
Draw maps	Draw a simple map of a known place with a key.	Can draw a sketch map with simple annotations showing human and physical features of the local area. Can draw a simple map of a familiar short route using OS symbols.	Can draw an accurate map of a short route using OS symbol. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.	Can draw a sketch maps using OS symbols and a key. Can draw a sketch maps including relevant human/physical features and detailed annotations of an area studied.	Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. Can independently draw sketch maps with carefully chosen features and annotations showing human and physical features of an area studied.
Compass	Simple compass directions.	Can confidently use compass directions: North; South; East; and West to follow and give directions to build knowledge of the UK and the wider world.	Can identify the eight point compass directions to follow and give directions to build knowledge of the UK and the wider world.		Can confidently and accurately use the eight point compass directions and begin to use latitude and longitude to locate places.



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Grid references		Can use letter and number coordinates to locate features on a map (does not have to be actual grid references but can use if want).	Can use four-figure grid references to locate features on a map.	Can accurately use four-figure grid references on an OS map and begin to use six-figure grid references.	Can accurately use six-figure grid references on an OS map.
Locate countries and features on a map.	Identify features on photographs	Can locate countries and areas on a map mentioned in locational and place knowledge for Year 3.	Can locate countries, areas and their features studied so far in locational knowledge for Year 4. Use oblique and aerial photos of areas or features and begin relate these to positions on a map	Can locate countries and areas mentioned in the locational knowledge section for Year 5.	Can locate countries/ areas named in KS2



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Place and Location					
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Comparison between places.	<p>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.</p> <ul style="list-style-type: none"> • Comparative studies between chosen areas of study and direct local area. • Comparative studies of hot and cold areas of the world • Urban and rural landscapes including- town, farms, forest and coast/port. 	<p>Comparison between Hedge End and Eastleigh.</p> <p>Comparison between Hedge End and French towns.</p>	<p>Comparison between Hedge End and the New Forest.</p>	<p>Comparison between Brazil and the UK.</p>	<p>Comparison between the Isle of Wight and the Isle of Arran.</p> <p>Comparison between Hedge End and Mt St Helens and San Francisco.</p>



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<p>Location of places in the local area, UK and wider world.</p>	<p>Can identify the 7 continents and the 5 oceans. Identify non-European place. Identify places of relevance to them e.g. holidays, where family live. UK – identify the 4 countries, capitals, surrounding seas, own school and county.</p>	<p>Can locate Hedge End (town), Hampshire (county) and surrounding counties, towns and cities. Local area in the context of the UK. The UK in Europe and neighbouring countries and water bodies.</p>	<p>Can locate the continents and oceans in terms of Northern and Southern Hemisphere and main lines of latitude. Can locate (Europe area chosen for study) including surrounding countries. Can locate Russia. Can locate the New Forest.</p>	<p>Can locate Brazil, South America and its location in the world and continent. Can locate UK major rivers. Can locate major rivers in the world.</p>	<p>Can locate North America and in the context of the world. Can locate San Francisco and Mount St Helens. Be able to find all location in the KS2 NC. Understand and locate time zones. .</p>
<p>Location of human and physical features around the world.</p>		<p>UK features such as mountains, large rivers, main roads, seas etc. Identify features such as mountains, seas, hills, cities, lakes, transport etc in France.</p>	<p>Can locate main features of European chosen study such as mountains, seas, hills, cities, lakes, transport etc. Can locate main features of the New Forest such as mountains, seas, hills, cities, lakes, transport etc.</p>	<p>Identify features such as mountains, seas, hills, cities, coasts, lakes, transport etc in Brazil. Identify specific physical and human process linked to rivers.</p>	<p>Identify features such as mountains, seas, hills, cities, coasts, lakes, transport etc in San Francisco and Mount St Helens. Identify features such as mountains, seas, hills, cities, coasts, lakes, transport etc on the Isle of Arran.</p>



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Human and Physical features					
	KS1	Year 3	Year 4	Year 5	Year 6
Physical Features	<p>Weather Coasts Hills and rivers</p>	<p>Climate and weather in our local area contrasting this to European study area chosen</p> <p>Coastal features</p>	<p>World climate zones. Location of the world's biomes (including the ocean as a biome) and their relationship to climates. Mountain formation, features of mountain areas including climate as a contrast to the UK.</p>	<p>Detailed study of one the World's biomes including climate. River processes and landform features associated with rivers. World water cycle and processes moving the water Deserts</p>	<p>Climate in chosen areas across North America in contrast to each other and our own. Volcanoes and earthquakes – landforms, processes and effects</p>
Human Features	<p>Settlements Ports and harbours Farms</p>	<p>Settlements and land use (inc. changes over time)</p> <p>Economic activity/ trade links in local area</p> <p>How humans affect the environment through their actions over time in the chosen local study area.</p>	<p>Settlement and land use in any area in Europe (different to Year 3)</p> <p>Economic activity or industry in an area of Europe (different to Year 3)</p> <p>or</p> <p>Economic activity or industry in any area in the UK outside the direct local area</p>	<p>Any type of economic industry and trade links between an area studied and other areas.</p> <p>The distribution of a natural resource within a country, region or area studied</p> <p>How humans affect the environment in the chosen area of study.</p>	<p>Settlement and land use in a chosen area of study.</p> <p>Any economic activity or industry in a chosen area of study.</p> <p>The distribution of any natural resources such as energy, food, minerals (or any other natural resource you would like to choose) in a chosen area of study</p>