Progression of Concepts in Geography

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills	Keys and symbols		• Use basic symbols in a key	• Use and construct basic symbols in a key • Recognise and identify basic OS symbols	• Use keys to build knowledge/research • Start to understand complex keys e.g. size of symbol for quantity • Start to understand contour lines	• Use complex keys to build knowledge e.g. making quantitative estimates based on size of symbol • Understand contour lines	• Start to create complex keys using mathematical concepts e.g. size of symbol for quantity	• Create complex keys
	Read maps		• Follow a simple map (e.g. buildings, roads, fields, or use one for a treasure hunt in the school grounds)		• Use maps (atlases, and globes) to locate and to start to describe features	• Use the contents and index of an atlas • Usual oblique and aerial views	• Use maps and atlases, globes and digital/computer mapping to locate and describe features	• Explain how types of map give different perspectives/show prejudice (e.g. Peters projection)
				• Use simple grid references to locate squares on a map (e.g. A1, D7)	• Use four figure grid references to build knowledge (i.e. research)	• Start to use six figure grid reference	• Use six figure grid references to build knowledge	
					• Work out simple distances from a map (e.g. aerial distance, or along a straight road)	• Use a scale to reasonably estimate distances(e.g. along road/waterways)	• Relate differently scaled maps to each other	
						• Start to explain ideas using a thematic map for reference	• Explain ideas using a thematic map for reference	• Confidently use distribution/thematic maps to illustrate an idea or discussion
	Draw maps/plans		• Trace around simple map shapes to reproduce symbols	• Devise a simple map (e.g. sketch map of places in stories, school grounds	• Create a sketch map e.g. of a short route, or a building plan with simple symbols	• Draw a map or plan from a description	• Start to draw thematic maps	• Design and draw distribution/thematic maps
					• Start to draw to scale (positive integer scaling and simple correspondence – from maths national curriculum)	• Create a scale-bar • Draw cross-sections (harder integer correspondence from maths national curriculum)	• Create a map from FW measurements • Scared by simple fractions (maths NC)	
	Digital maps		• With support, do a simple location or a postcode search online	• Use digital technologies: zoom in/out on a map	• Start measuring distance on digital maps • 'Zoom' for a purpose and explain the scale	• Accurately measure distance, including non-linear distances	• Use linear and area measuring tools	• Use linear and area measuring tools accurately
				• Begin to highlight and annotate digital maps	• Annotate digital maps with text/labels	• Annotate digital maps with markers, text, photographs, hyperlinks etc • Use digital maps for a purpose (e.g. select, 'screen grab' and paste into a word processing software)	• Start to use digital maps (and selections from them) at different skills, to illustrate a point •	• Use careful selections from digital maps to illustrate points verbally (e.g. with PowerPoint) or in written form (e.g. word)
	Charts and graphs (from maths NC)		• Tallies and simple tables	• Picture grams, tally charts, block diagrams, simple tables	• Bar charts (e.g. not blocks) • Use more complex tables	• Time graphs 'and other graphs' • Use discrete and continuous data	• Complete and interpret tables, including timetables	• Read, interpret and use pie charts and line graphs. • Calculate the mean
	Use images		• Explain the difference between image types e.g. photo, drawing	• Start to understand the purpose of different image types	• Understand and explain the reliability/purpose of different picture types (including historical silhouettes and lithographs – linked to science 'light' topic)	• Compare the context and purpose (reliability) of different photographs	• Use digital technologies to alter photos/images and explain the impact (e.g. reliability)	• Carefully select images for a purpose (e.g. as evidence or to sure reliability)
			• Use photographs (including aerial photos) to recognise basic features (e.g. school on satellite view)	• Use aerial photographs and plan perspectives to recognise landmarks and basic features		• Use digital technologies to alter photos/images		

Fieldwork and practical skills	Use a compass		• Use NSEW for simple navigation e.g. in a rectilinear maze in the playground	• Use NSEW to describe locations and routes on a map	• Start to use eight points of the compass and link magnets and poles (science)	• Confidently use eight points of the compass	• Convert between eight compass points and azimuth bearings	• Show awareness of the 16 point compass rose, and compass quadrant bearings
			• Describe position, direction and movement (from maths NC)	• Connect idea of turns to right angles (from maths NC)	• Start to use idea of degrees to measure turns (from maths NC)	• Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from maths NC)	• Draw angles up to 360° (from maths NC)	•
	Observe/measure		• Begin to use first-hand observation using senses (e.g. qualitative comments, or measurements in non-standard units)	• Use first-hand observations, e.g. qualitative comments and starting to measure in standard units)	• Start to evaluate observations, and compare them with others	• Evaluate own observations and compare them with others	•	•
					• Start to estimate the length and distance	• Make reasonable estimations of length and distance • Start to estimate mass capacity and angle	• Estimate length, distance, mass, capacity, angle. • Start to estimate temperature and area	• Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature
			• Measure to nearest 10 cm, e.g. with meter stick painted in 5 cm blocks	• Measure to new centimetre and gram • Use and litres and degrees C for temperature	• Measure to nearest mm, nearest 10 ml and 45° angle. Convert between units example metres to centimetres (from maths NC)	• Start to understand inches and miles, stone and pounds, Fahrenheit	• Measure angle to the nearest degree. • Use approximate equivalences between metric and imperial (from maths and C)	• Fluency with converting units, including between metric and imperial (from maths and C)
					• Start to understand the concept of area (from maths and C)	• Understand the concept of area (from maths in NC)	• Calculate area, start to understand volume (from Mass in C)	• Calculate area and volume (from maths NC)
				• Skills in divisions of ones, twos, fives, tens where the numbers are given (from maths NC)	• Use scales in ones, twos, fives and tens were numbers may be missing (from maths NC)	• Use more complex skills were some numbers may be missing (from maths NC)		
	Locate (See vocabulary below)		• Use simple locational language to describe (e.g. near far, NSEW – see below)	• You simple location language (e.g. secure use of left/Right from own perspective)	• Secure use of left and right from any perspective (e.g. with an upside-down map)			
	Record		• Make simple recordings e.g. lists, tallies and simple tables were the template is	• Make more sophisticated recordings e.g. frequency tables	• Take simple notes i.e. using abbreviations, deliberate misuse of grammar etc. • Use sketch maps, tables, jotted diagrams, subdivided lists etc	• Take quantitative and qualitative notes about observations. • Start to include continuous data. • Make simple calculations while in the field.	• Start to group observations and collected data while in the field, into complex tables, diagrams and flowcharts	• Group and re-draft observations in the field, into useful formats like tables, diagrams, flowchart, sketches, jotted graphs. • Make calculations in the field e.g. mean averages
Vocabulary			• Map and compass point directions North South East West • Left, right, near, far, up, down, further, high(er), underneath centre, (quarter/half) turn, (anti-–) clockwise, position, direction (from Matt NC). • See, sight, smell, hear, etc (from the science NC)	• Atlas, key, symbol scale, environment, surroundings. • Beyond. • Contains, further, furthest, higher, lower, route map, plan. • Mass, weight, capacity, volume, set square (from maths NC)	• Atlas, globe, grid reference, NE, SE, SW, NW, area, contour, (square miles etc) • Population. • Parallel, coordinates, easting, northing, degrees, acute and obtuse angle (from maths NC)	• Sort, classify, property. • Base, spherical, cylindrical (and other 3-D shapes for FW description) concave, convex, symmetrical, reflect, construct, sketch, protractor, translation, rotation, survey, questionnaire, interpret(From maths NC)	• Diagonal, protractor, reflex angle, rotation, symmetry (from maths NC)	• NNE, ENE, ESE, etc (16 point compass rose isn't official at primary). • Radius, diameter, circumference, concentric, arc, intersecting plane, cross-section, (for FW descriptions from maths NC)

Locational Knowledge	UK		•Name and locate the four countries and capitals of the United Kingdom, and its surrounding seas. •Identify the characteristics of the four countries of the United Kingdom and their capital cities.			•Locate the region and local area	•Locate the UK's highest mountains.	• Identify where I live in the UK. •Locate the four countries in the UK. •Locate the UK's counties and cities. •Locate the region and local area in relation to other places •Identify the principal features of a region within the UK •Locate key sites on a regional map
	Rest of World			•Name and locate the seven continents and five oceans. •Locate the Equator, North and South Poles.	•Locate North America on a world map. •Name and locate countries within North America. •Locate states within the USA. •Label the Earth's plates and plate boundaries. •Locate where famous earthquakes have occurred. •Locate a range of famous volcanoes. •Describe what happens at the boundaries between the Earth's plates and label a map of the plates. •Locate South America and countries in South America on a world map.	•Locate the world's rainforests on a map. •Locate the world's longest rivers on a map	•Locate the world's 'Seven Summits' on a map •Locate Europe, its countries and capitals on a map. •Describe the weather of a typical day in a place with a contrasting climate. •Identify the key characteristics of different climate zones around the world.	•
Place knowledge	Uk		•Identify differences between rural and urban areas.			•Compare different perspectives on the local area •Understand processes of settlement and change in the local area		• Compare and contrast the different countries in the UK. •Understand local, regional, national and international links to the local area
	Rest of World			•Understand geographical similarities and differences between a small area of the United Kingdom (local) and a small area in a non-European country	•Compare the landscapes of different US states. •Compare New York State to the region where I live. •Compare key facts about Brazil with our country (or region). •Compare the weather and climate of Rio to where I live.		• Describe a range of physical and human features in a region of Europe. •Compare life in Greece (or Athens) with my life and my local area.	
Human Geography	People and their communities, cultures, economies, and interactions with the environment		•Use simple geographical vocabulary to refer to key human features including: rural, urban city, town, village, factory, farm, house,	•Use geographical vocabulary to refer to key human features.	•Identify a range of human features of North America. •Describe the human features of the Rockies. •Know what to do in the event of an earthquake. •Describe and explain what kind of help people need after an earthquake. •Report on the effects of a specific volcanic eruption. •Evaluate the advantages and disadvantages of living near a volcano. •Identify a range of South America's human features. •Use photographs and information texts to imagine what daily life in Rio might be like. •Identify how my life is linked to Brazil. •Identify the pros and cons of hosting the Olympic Games.	• Define deforestation and explain how and why it is occurring. •Explain the impact of deforestation on rainforests. •Explain the importance of the Amazon Rainforest. (GE) •Describe how rivers are used around the world. •Explain the way land use changes from the source to the mouth. •Recognise and explain how human activity affects rivers. •Recognise and explain how flooding affects communities. •Describe the distinctive human features of the local area	•Recognise the importance of the Himalayas for people living in the region. •Describe different types of European cuisine. •Use key facts and persuasive techniques to convince someone to holiday in the Mediterranean.	• Explain how human activities have affected the UK's landscape. •Describe the sort of industries in which people in the UK work. •Consider how a region can meet the needs of its population •Identify key human needs and processes

Physical Geography	The Earth's physical features, such as weather, mountains, deserts, rivers, and oceans.		•Identify seasonal weather patterns in the United Kingdom. •Identify daily weather patterns in the United Kingdom. •Use simple geographical vocabulary to refer to key physical features including: mountain, sea, ocean, river, season and weather.	•Identify hot and cold areas of the world in relation to the Equator and North and South Poles. •Use geographical vocabulary to refer to key physical features including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	•	•Describe what a rainforest is •Recognise the different layers of life in a rainforest. •Describe the features of the rainforest biome. •Describe the key characteristics of the Congo. •Explain what a river is. •Identify the stages of a river. •Identify the features of a river. •Describe the distinctive physical features of the local area	•Describe what a mountain is. •Name different types of mountains and describe how they are formed. •Describe the climate of mountains. •Describe the landscape of a world-famous mountain or mountainous region. •Define the difference between weather and climate.	•Identify the physical characteristics of the UK. •Identify the different types of energy sources used in the UK
Vocabulary			• Antarctica, Belfast, Ben Nevis, Cardiff, Earth, Edinburgh, England, English Channel, Europe, Ireland, Irish Sea, London, North Atlantic, Ocean, Northern Ireland, River Thames, Scotland, Wales • Autumn, building, capital city, castle, city, cloud, country, countryside, Freezing, frosty, ground, island ,map, misty, month , office, rain, route, season, shop, snow, spring, street, summer, sunshine, symbol, temperature, thunderstorm, town, village, warm, wind, windy, winter, The months of the year • Across, Arctic, east, inside, local, north, northern, outside, polar, south, west, Prepositions and direction, above, around, below, left, right, forward, near, inside, opposite, outside	• Amazon Rainforest, Atacama Desert, Australia, Brazil, Canada, China, Egypt, France, India, Kenya, Lusaka, Madagascar, Mexico, Norway, Peru, River Zambezi, Sahara Desert, South Africa, Southern Africa, Spain, United States of America, Victoria Falls • The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America • The oceans: Arctic, Atlantic, Indian, Pacific and Southern • Adapt, atlas , cargo, continent , coral reef, crop, desert, farm, field, flood, globe, habitat, hibernate, human, iceberg, market, mining, national park, ocean, physical, population, rainforest, recycling, savannah, soil, waterfall, wildlife • Antarctic Circle, Arctic Circle, eastern, The Equator, hemisphere, North Pole, South Pole, southern, western	•Vesuvius, Krakatoa, Mt St Helens, Mount Tambora, Mount Etna, Pacific Ring of Fire •Aftershock, ash cloud, avalanche, core, crater ,crust, disaster, dormant, eruption, fault line, fault-block mountains, fire mountains, lava, magma, mantle, massif, Richter Scale, tectonic, tremor, tsunami, vent, epicentre, plate boundary •America, Canada, Great Lakes, Greenland, Louisiana, Mississippi River, New York, Niagara Falls, Nuuk (Greenland), Rocky Mountains, South Georgia •Central America, The Caribbean, Costa Rica, Guatemala, Belize, Honduras, Jamaica, St Kitts and Nevis, St Lucia •Region, case study •Industry, landscape, location, manufacturing mountain range physical feature' precipitation, region, retail, service industry, state, trade •Brazil, Uruguay, Argentina, Chile, Paraguay, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, French Guyana, Suez Canal, Amazon River, The Andes, Angel Falls, Falkland Islands (Malvinas), French Guyana, Lake Titicaca, Manaus (Brazil), Rio de Janeiro, Santiago (Chile) •Favela, human feature, plantation, season, skyline	• River Nile, Thames, Niger, Yangtze • water cycle, water shed, evaporation, overland flow, mouth, channel, condensation, precipitation, hydro-electric power ,crops, transporting, recreational, source, tributary, v-shaped valley, waterfall, ox-bow lake, meander, estuary, lower/middle/upper course, irrigation, dam, Thames Barrier, flooding, floodplain, flood management/prevention, sandbag, embankment, continent, confluence, dam, river bank/basin, country, drainage, drinking water, erosion, pollution • Rainforest, Equator, continent, Amazon Basin, Democratic Republic of the Congo, Congo Forest/River, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, logging, Aka people, Nomadic, hunter-gatherer, deforestation, ecosystem, indigenous, fell, farming, oxygen, fertile, carbon dioxide, biodiversity, Manaus, emergent layer, environment, environmentalist, logging • Tropic of Cancer and Tropic of Capricorn, Prime Meridian, International Date Line • East Midlands, Nottinghamshire	• Climate, weather, latitude, Equator, hemisphere, axis • Sphere, season, temperate, tropical, temperature, precipitation, Mediterranean, arid, polar, tropical, meteorologist, orbit • Athens, Austria, Belgium, Berlin, Bucharest, Croatia, Czech Republic, European Union, Germany, Greece, Iceland, Lisbon, Macedonia, Malta, Madrid, Mediterranean Sea, The Netherlands, Paris, Poland, Portugal, Romania, Rome, Sicily, Ukraine, Warsaw • alpine, border, currency, disaster, international, migrant, refugee, service industry, vegetation belt • Mountain, summit, hill, mountain range, landform, plates, mantle, fold, slope, valley, fault-block, cliff face, volcanoes, summit, dome, climate, avalanche, Equator, environment, Himalayas, terracing, porters, mountaineers, region • Three Peaks Challenge – Ben Nevis, Mount Snowdon, Scafell Pike • Seven Summits: Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstensz Pyramid (Oceania)	• Birmingham, East of England, Great Britain, Greater London, Leeds, Liverpool, Manchester, North East England, North West England, South East England, South West England, West Midlands, Yorkshire and the Humber • Coastline, energy source, finance, global warming, green belt, greenhouse gases, hydroelectric power, key, landmark, land use, national, nuclear power, planning, power station, renewable energy, solar power, sustainable development, tidal power, wind farm, wind power, wind turbine • East Midlands, Nottingham, Derby, Leicester • administrative centre, aerial view, built environment, congestion, consultation, developer, development, economy, suburb, warehouse