



St John Vianney Catholic Primary School

Progression in Geography – End of Year Expectations



Geography Intent

Through our teaching of geography we intend for our pupils to:

- increase and develop their geographical knowledge, skills, concepts and attitudes.
- have a progressive understanding of the place in which they live (locality, town, county...) comparing and contrasting with other places.
- make links between the physical and human features of different places, developing a deepening awareness of how these are shaped, interconnected and changed over time.
- develop a sense of responsibility both for the local area and the wider world.
- inspire a curiosity about the world they live in and develop their knowledge about diverse places, people, resources and natural and human environments.

Children will know more, remember more and understand more about the world and its people.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

EYFS (Early Learning Goal)	Understanding the World People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions.
	Understanding the World The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things.

			<ul style="list-style-type: none"> To talk about the features of their own immediate environment and how environments might vary from one another 			
	Locational & Place Knowledge	Human & Physical Geography	Geographical Skills			
			Enquiry & Investigation	Fieldwork	Interpret a range of geographical information	Communicate geographical information
Year 1	<p>Pupils can name the four countries of the United Kingdom and at least two of their capital cities.</p> <p>Pupils have studied their own town and a city (Liverpool) in the UK and are able to identify a few similarities and differences in human and physical features.</p>	<p>Pupils can identify seasonal patterns. Pupils are beginning to use basic geographical vocabulary to refer to human features</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to physical features</p>	<p>Ask and answer basic geographical questions. Pupils are recognising landmarks with increased accuracy</p>	<p>Pupils can use simple compass directions with increasing accuracy</p>	<p>Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately</p>	<p>Pupils can devise a simple map</p>
Year 2	<p>Pupils can name and locate the seven continents and five oceans of the world</p> <p>Pupils can name and locate the four countries of the United Kingdom and their capital cities.</p> <p>Pupils have studied a small area in the U.K</p>	<p>Pupils can locate a range of hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Pupils can use a wide range of basic geographical vocabulary to refer to human features</p>	<p>Pupils can ask and answer simple geographical questions when investigating different places and environments.</p> <p>To be able to investigate and compare the characteristics of</p>	<p>Pupils can recognise landmarks</p> <p>Pupils can use simple compass directions confidently</p>	<p>Pupils can use maps, atlases and globes confidently to identify studied regions</p>	<p>Pupils can devise a simple map with basic symbols in a key</p>

	<p>and in a non-European country and are able to identify key similarities and differences in human and physical features.</p>	<p>Pupils can use a wide range of basic geographical vocabulary to refer to physical features</p>	<p>the different cities in the UK.</p> <p>Enquire about the weather in different parts of the world and make comparisons</p>			
<p>Year 3</p>	<p>Pupils can, with increasing accuracy, locate a range of counties within England.</p> <p>Pupils can, with increasing accuracy, locate cities of the United Kingdom.</p> <p>Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Pupils can describe key similarities and differences between the Amazon rainforest and forests within the UK</p> <p>Pupils can name the four layers of the</p>	<p>Pupils are able to locate key physical geographical regions in the UK.</p> <p>Pupils are able to identify the key physical and human geography of a region. (Counties)</p> <p>Pupils can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p>	<p>Pupils can ask and investigate some geographical questions when investigating different places and environments.</p> <p>Pupils can investigate and enquire about the climate of the rainforest and its impact on the physical features.</p>	<p>Pupils are able to use basic fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs.</p>	<p>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</p>	<p>Pupils becoming increasingly accurate using maps with symbols and key and using 4-figure grid references.</p>

	Amazon Rainforest and name different animals/plants which live in each layer					
Year 4	<p>Pupils can confidently locate countries in Europe on a map.</p> <p>Pupils can locate towns, cities and counties on a map of the United Kingdom.</p> <p>Pupils can confidently identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle.</p> <p>Pupils can locate some major mountains of the UK/Europe using the atlas.</p> <p>Pupils have studied countries of Europe and can identify similarities and differences between them and the UK in</p>	<p>Pupils can describe an increased range of aspects of physical and human geography</p> <p>Pupils can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>Pupils can understand how the human and physical characteristics of one region in Europe are connected and make it special.</p> <p>Pupils can understand hazards from physical environments such as avalanches in mountain regions.</p>	<p>Pupils can ask and investigate geographical questions when investigating different places and environments.</p> <p>Pupils can investigate key landscapes and features within Europe.</p> <p>Pupils can explore different settlements and investigate the key differences.</p>	<p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key.</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area,</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases and globes to locate countries and describe features studied</p>	<p>Pupils can show features of the local area using: sketch maps, plans and graphs, and digital technologies</p>

	terms of physical and human geography					
Year 5	<p>Pupils can confidently locate many countries and capital cities of the world on a map</p> <p>Pupils can locate towns, cities and counties on a map of the United Kingdom.</p> <p>Pupils can confidently identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Greenwich Meridian and time zones.</p> <p>Pupils can identify a variety of similarities and differences between specific regions on the UK, Europe and the world in terms of physical and human geography.</p>	<p>Pupils can describe an increased range of aspects of physical geography, including features of specific biomes of the world.</p> <p>Pupils know what causes and earthquake and can label the parts of a volcano.</p> <p>Pupils can describe an increased range of aspects of human geography</p>	<p>Pupils can ask and investigate geographical questions when investigating different places and environments (and use the correct geographical vocabulary when explaining their findings).</p> <p>Pupils can investigate the flora and fauna found in different biomes of the world, making predictions and using a range of primary and secondary sources.</p>	<p>Pupils are able to use the eight points of a compass, four and six figure grid references and are more confident with symbols and key (including the use of Ordnance Survey Maps)</p>	<p>Pupils are confident using the following: maps, atlases and globes to locate countries and describe features studied</p>	<p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area, practising using: sketch maps, plans and graphs, and digital technologies</p>
Year 6	<p>Pupils can confidently locate countries, cities and rivers of the world on a map, including</p>	<p>Pupils can describe and understand a wide range of key aspects of physical geography,</p>	<p>Pupils can ask (and investigate independently) geographical</p>	<p>Pupils can confidently use the eight points of a compass, four and</p>	<p>Pupils can confidently use maps, atlases, globes and digital/</p>	<p>Pupils can use fieldwork to observe, measure, record and present</p>

	<p>those within North and South America. Pupils can confidently locate counties, cities and rivers of the United Kingdom</p> <p>Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (working out time differences).</p> <p>Pupils can confidently identify aspects of the physical and human geography have changed over time.</p> <p>Pupils have studied places within the U.K, European countries and within North or South America and are able to understand a range of similarities and differences between the three in physical</p>	<p>including the features of rivers.</p> <p>Pupils can describe and understand a wide range of key aspects of human geography (e.g. describing why industrial areas and ports are important)</p>	<p>questions when investigating different places and environments (and use the correct geographical vocabulary when explaining their findings).</p> <p>Pupils can describe and compare similarities and differences between some regions of North and South America.</p> <p>Pupils can investigate the advantages and disadvantages of tourism and enquire whether it is important.</p>	<p>six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils will carry out their own planned fieldwork within the local area, making comparisons of land use within the modern day and at key points from the past (using digimaps as a source to make comparisons).</p>	<p>computer mapping to locate countries and describe features studied, including the journey of a river.</p>	<p>the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
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