

Margaret Wix Progression Ladder - Geography

Purpose of study (National Curriculum 2014)

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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.

Year 1			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> • name and locate the four countries making up the British Isles and their capital cities • name and locate a local town and understand how some places are linked to 	<p>By the end of year 1, children should be able to:</p> <ul style="list-style-type: none"> • recognise similarities and differences of geographical features in their own immediate environment • talk about people and places within their local environment 	<p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> • compare and contrast the human and physical features of two British localities • talk about weather in the UK, what happens in different seasons and how 	<p>By the end of year 1, children should be able to:</p> <ul style="list-style-type: none"> • use maps, atlases, globes to locate countries and cities • use aerial images to recognise landmarks and basic physical features

<p>other places e.g. roads, trains.</p>	<ul style="list-style-type: none"> • Compare St Albans with a contrasting place in the UK • talk about people and places beyond their local environment • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area 	<p>weather changes on a daily basis</p> <ul style="list-style-type: none"> • Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop 	<ul style="list-style-type: none"> • use simple fieldwork to observe, measure and record the human and physical features in the local area use a simple key to recognise physical or human features on a map • create a simple map of the local environment
<p>Year 2</p>			
<p>By the end of year 2, children should be able to:</p> <ul style="list-style-type: none"> • locate and name the seven continents on a World Map • locate and label the five oceans • name and locate the four countries and capital cities of the United Kingdom and its surrounding seas • use maps and a globe to identify the continents and understand that both a map and a globe show the same thing 	<p>By the end of year 2, children should be able to:</p> <ul style="list-style-type: none"> • Make comparisons between the UK and life in another country. • Draw pictures to show how places are different and write comparatively to show the difference. • Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences. 	<p>By the end of year 2, children should be able to:</p> <ul style="list-style-type: none"> • 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? • Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles • Compare and contrast the human and physical features of a British locality with Kampong Ayer. • Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port, harbour to refer 	<p>By then end of year 2, children should be able to:</p> <ul style="list-style-type: none"> • Use the four compass points to say simple directions. • Use locational and directional language to describe the location of features and routes on a map. • Draw own maps, include a key on a map using my own symbols. • Recognise a familiar place from aerial photos. • Draw simple diagrams with labels. • Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.

		to the physical and human features of places studied	<ul style="list-style-type: none"> Collect data using observations and record it in a table.
Experiences: Walk in local area Exploration of school grounds Trip to seaside or seaside experience at school International Day – exploring the culture of different countries around the world			
Year 3			
By the end of year 3, children should be able to: <ul style="list-style-type: none"> name and locate counties and cities in the United Kingdom locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns name and locate some countries in Europe share their own views about locations 	By the end of year 3, children should be able to: <ul style="list-style-type: none"> compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use identify the main physical and human characteristics of the countries of Europe describe geographical similarities and differences between a region in the United Kingdom and one in a European country 	By the end of year 3, children should be able to: <ul style="list-style-type: none"> ask and answer geographical questions about the physical and human characteristics of a location describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country 	By the end of year 3, children should be able to: <ul style="list-style-type: none"> know how to use map symbols and keys to locate information. know how to use maps, atlases and globes to compare different countries. know how to use the eight points of a compass.
Year 4			
By the end of year 4, children should be able to: <ul style="list-style-type: none"> locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key 	By the end of year 4, children should be able to: <ul style="list-style-type: none"> compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features 	By the end of year 4, children should be able to: know and understand how to describe key aspects of physical geography including volcanoes, earthquakes.	By the end of year 4, children should be able to: <ul style="list-style-type: none"> know how to use maps, atlases and globes to locate countries and describe features studied.

<p>topographical features and land-use patterns, and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • name and locate the countries of Europe • name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones 	<p>and land-use patterns, and understand how some of these aspects have changed over time describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones</p> <ul style="list-style-type: none"> • describe geographical similarities and differences between different countries 	<p>know and understand how to describe aspects of human geography including types of settlement and land use, economic activity including trade links.</p>	<ul style="list-style-type: none"> • know how to use ordnance survey maps • know how to use the eight points of a compass to describe the location of features and routes on a map.
<p>Year 5</p>			
<p>By the end of year 5, children should be able to:</p> <ul style="list-style-type: none"> • know and locate the world's countries, using maps to focus on Europe concentrating on their environmental regions. • know the key physical and human characteristics, countries, and major cities. • know how to begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, 	<p>By the end of year 5, children should be able to:</p> <ul style="list-style-type: none"> • understand some of the reasons for geographical similarities and differences between countries • explain how locations around the world are changing and begin to explain some of the reasons for change • begin to understand and explain geographical diversity across the world 	<p>By the end of year 5, children should be able to :</p> <ul style="list-style-type: none"> • begin to collect and analyse statistics and other information in order to draw clear conclusions about locations • begin to identify and describe how the physical features affect the human activity within a location • identify and describe the main human and physical characteristics of South and Central America • begin to understand and explain how countries 	<p>By the end of year 5, children should be able to:</p> <ul style="list-style-type: none"> • use provided geographical resources to give descriptions of the characteristic features of a location • use different types of fieldwork (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

<p>the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p>and geographical regions are interconnected and interdependent</p> <ul style="list-style-type: none"> • name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> • Begin to analyse and give views on the effectiveness of different geographical representations of a location • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • create maps of locations
<p>Year 6</p>			
<p>By the end of year 6 children will be able to:</p> <ul style="list-style-type: none"> • know and can name and locate counties and cities of 	<p>By the end of year 6 children will be able to:</p>	<p>By the end of year 6 children will be able to:</p>	<ul style="list-style-type: none"> • By the end of year 6 children will be able to:

<p>the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • know and can locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • know how to 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 (including day and night) 	<p>explain and discuss a range of reasons for geographical similarities and differences between countries</p> <ul style="list-style-type: none"> • explain how locations around the world are changing and explain some of the reasons for change • describe geographical diversity across the world 	<ul style="list-style-type: none"> • collect and analyse statistics and other information in order to draw clear conclusions about locations • identify and describe how the physical features affect the human activity within a location • identify and describe the main human and physical characteristics of North and South America • explain how countries and geographical regions are interconnected and interdependent • name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand and explain how some of these aspects have changed over time • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and create links between some • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and make links between them 	<ul style="list-style-type: none"> • select appropriate geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location • use different types of fieldwork (random and systematic) to observe, measure and record accurately the human and physical features in the local area • select an appropriate method to 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) • use the eight points of a compass, four and six-figure grid references, symbols and key (including
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			<p>the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none">• create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land
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