

ACET Junior Academies

National Curriculum 2014: Progression in Geography



	Key Stage 1	Key Stage 2
2014 National Curriculum subject content for Key Stage 1 and Key Stage 2	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of 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 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>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

	<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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Essential Components of Enquiry Based Geographical Teaching – adapted from Roberts (2011), Jackson (2006), and Taylor (2008)

Geographical data	Geographical Ideas	Locational Context
Representations of the world in various forms of secondary data; the evidence we use to make generalisations and judgements e.g. maps, visual data of all kinds, statistics, graphs, text.	<p>Good enquiry questions will set up issues, generalisations or puzzles which can be unpicked in the enquiry sequence. It is essential that each enquiry sequence address several of the following core concepts.</p> <p>space and place scale and connection time proximity and distance relational thinking and interdependence social formations</p>	Enquiry questions should be located and placed within a wider context. Places, regions, countries and continents do not exist in isolation but are interconnected; the location of what is studied in relation to other places is significant. Starting at a wide scale, and narrowing in on the subject frames it within meaningful context.

	physical and human processes environmental interaction and sustainable development cultural understanding and diversity	

National Curriculum coverage – adapted from Royal Geographical Society “Guidance and support in developing high quality primary geography”

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<i>North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.</i>					
General geographical knowledge, position and significance, UK and Global	<i>Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.</i>					
	Where am I? Part 1 (immediate locality) Where on Earth? Who are my neighbours?	Where do people go on holiday?	What is beneath my feet?	Who are my fellow humans? Europe What are different parts of the world like? South America	Where does my food come from?	How do we affect the world?
Ongoing elements	globes, atlases & different maps, storybooks & fieldwork		Fieldwork, mapwork, regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.			
Place knowledge Compare and contrast	Local scale study UK & Non - European country		Regional comparison UK, European country, North or South America			

	Where am I? Part 2 (wider locality) Who are my neighbours?	Where do people go on holiday? How can I explore my world?		UK place study Who are my fellow humans? Europe What are different parts of the world like? South America	Where does rain go?	
Human and physical Local and Global scales	<i>Identify seasonal & daily weather patterns (UK & local scales. Identify hot & cold areas of the world in relation to Equator & North & South Poles</i>		<i>Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</i>			
	Where on Earth? Where am I? Parts 1 and 2	Where do people go on holiday?	What is beneath my feet? What is beneath my feet? Part 2	Why do animals live in different places?	Where does my food come from? What makes a fair trade? Where does rain go?	Where does power come from? What will happen in my future?
SKILLS	<i>Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.</i>		<i>Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.</i>			
Enquiry, mapping, fieldwork, critical thinking, vocabulary	Where on Earth? Where am I? Parts 1&2 Who are my neighbours?	How can I explore my world?	What is beneath my feet?	Why do animals live in different places? How can I explore my world? 2		What will happen in my future?

Age Related Expectations and Assessment – Adapted from Geographical Association “An assessment and progression framework for geography” (2014)

Expectations by age 7	Expectations by age 9	Expectations by age 11
Contextual world knowledge of locations, places and geographical features		
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.
Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.		
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.
Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
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 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, and recognise why others may have different points of view.

Age related Yearly Skills Progression						
	• Year 1	• Year 2	• Year 3	• Year 4	• Year 5	• Year 6

<ul style="list-style-type: none"> ● Geographical enquiry 	<ul style="list-style-type: none"> ● Teacher led enquiries, to ask and respond to simple closed questions. ● Use information books/pictures as sources of information. ● Investigate their surroundings ● Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> ● Children encouraged to ask simple geographical questions; Where is it? What's it like? ● Use NF books, stories, maps, pictures/photos and internet as sources of information. ● Investigate their surroundings ● Make appropriate observations about why things happen. ● Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> ● Begin to ask/initiate geographical questions. ● Use NF books, stories, atlases, pictures/photos and internet as sources of information. ● Investigate places and themes at more than one scale ● Begin to collect and record evidence ● Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> ● Ask and respond to questions and offer their own ideas. ● Extend to satellite images, aerial photographs ● Investigate places and themes at more than one scale ● Collect and record evidence with some aid ● Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps 	<ul style="list-style-type: none"> ● Begin to suggest questions for investigating ● Begin to use primary and secondary sources of evidence in their investigations. ● Investigate places with more emphasis on the larger scale; contrasting and distant places ● Collect and record evidence unaided ● Analyse evidence and draw conclusions e.g. compare historical maps of varying scales ● e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> ● Suggest questions for investigating ● Use primary and secondary sources of evidence in their investigations. ● Investigate places with more emphasis on the larger scale; contrasting and distant places ● Collect and record evidence unaided ● Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
<ul style="list-style-type: none"> ● Direction/Location 	<ul style="list-style-type: none"> ● Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> ● Follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> ● Use 4 compass points to follow/give directions: ● Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> ● Use 4 compass points well: ● Begin to use 8 compass points; ● Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> ● Use 8 compass points; ● Begin to use 4 figure co- ordinates to locate features on a map. 	<ul style="list-style-type: none"> ● Use 8 compass points confidently and accurately; ● Use 4 figure co-ordinates confidently to locate features on a map. ● Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
<ul style="list-style-type: none"> ● Drawing maps 	<ul style="list-style-type: none"> ● Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> ● Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<ul style="list-style-type: none"> ● Try to make a map of a short route experienced, with features in correct order; ● Try to make a simple scale drawing. 	<ul style="list-style-type: none"> ● Make a map of a short route experienced, with features in correct order; ● Make a simple scale drawing. 	<ul style="list-style-type: none"> ● Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> ● Draw a variety of thematic maps based on their own data. ● Begin to draw plans of increasing complexity.
<ul style="list-style-type: none"> ● Representation 	<ul style="list-style-type: none"> ● Use own symbols on imaginary map. 	<ul style="list-style-type: none"> ● Begin to understand the need for a key. ● Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> ● Know why a key is needed. ● Use standard symbols. 	<ul style="list-style-type: none"> ● Know why a key is needed. ● Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> ● Draw a sketch map using symbols and a key; ● Use/recognise OS map symbols. 	<ul style="list-style-type: none"> ● Use/recognise OS map symbols; ● Use atlas symbols.

<ul style="list-style-type: none"> Using maps 	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Recognise OS maps 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
<ul style="list-style-type: none"> Scale/Distance 	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.