



Robins Lane Primary School

Geography Progression Statements – End of year expectations

2019-2020

	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 1	<ul style="list-style-type: none"> Name and locate some places in their locality, the UK and wider world. (In our school, this includes: the school and its grounds, London, Arctic, Antarctic, an initial awareness of the continents and oceans.) 	<ul style="list-style-type: none"> Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 	<ul style="list-style-type: none"> Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. 	<ul style="list-style-type: none"> Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.
Year 2	<ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. (In our school, this includes: Sutton and Sherdley Parks, Rainhill, Sutton Manor Colliery & The Dream, Crosby, Australia, all UK countries and capital cities and all continents and oceans.) 	<ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes. 	<ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.

	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 3	<ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. (In our school, this includes: Lake District, Alaska and Russia.) 	<ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. 	<ul style="list-style-type: none"> Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. 	<ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments. 	<ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps. 	<ul style="list-style-type: none"> Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.
Year 4	<ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. (In our school, this includes a study of the town, a study of volcanoes and earthquake locations around the world, and a study of rivers in the UK and around the world – including River Bollen.) 	<ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments. 	<ul style="list-style-type: none"> Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. 	<ul style="list-style-type: none"> Observe, record, and explain physical and human features of the environment. 	<ul style="list-style-type: none"> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. 	<ul style="list-style-type: none"> Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
Year 5	<ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. (In our school, this includes a study of The Americas with a focus on the Amazon Basin, a study of a Paris, its basin and the surrounding countries.) 	<ul style="list-style-type: none"> Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 	<ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. 	<ul style="list-style-type: none"> Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. 	<ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.

	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 6	<ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events. (In our school, this includes a revision of the UK with a more in-depth review of its features and a topical world issue which may change from year to year.) 	<ul style="list-style-type: none"> Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. 	<ul style="list-style-type: none"> Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues. 	<ul style="list-style-type: none"> Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. 	<ul style="list-style-type: none"> Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. 	<ul style="list-style-type: none"> Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.