

Reach for the Stars

KS1 Progression in Geographical learning			
UK and local area	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		
	Can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom	Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map	Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps
	Develop knowledge of the human and physical geography of a small area of the United Kingdom.		
	<p>Know about the local area and name key landmarks. From a vocabulary list of features of the local area, identify which are human or physical and describe these features.</p> <p>Know about London and name key landmarks. From a vocabulary list of features of the local area, identify which are human or physical and describe these features.</p>	<p>Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.</p> <p>Know about London, and name and locate key landmarks. Create a vocabulary list of the human and physical features of London and describe these features and locate them on a map using images or drawings.</p>	<p>Know the local area and its physical and human geography and create a vocabulary list of the human and physical features of the local area and how people can use and change these, and describe these features and locate them on a map using images or drawings.</p> <p>Know about London and its physical and human geography and create a vocabulary list of the human and physical features of London and how people can use and change these, and describe these features and locate them on a map using images or drawings.</p>
The World and Continents	Name and locate the world's seven continents and five oceans.		
	Can recognise and name some continents and oceans on a globe or atlas	Can name and locate the seven continents and five oceans on a globe or atlas	Know the relative locations of the continents and oceans to the equator and north and south poles
Physical Themes	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.		
	Can talk about the day-to-day weather and some of the features of the seasons in their locality	Can identify seasonal and daily weather patterns in the United Kingdom.	Can talk confidently about how seasons change throughout the year and characteristic weather

	Can show awareness that the weather may vary in different parts of the UK and in different parts of the world	Can describe which continents have significant hot or cold areas and relate these to the poles and equator	associated with those seasons. Can describe the pattern of hot or cold areas of the world and relate these to the position of the equator and the 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.		
	Can talk about a natural environment, naming its features using some key vocabulary	Can recognise a natural environment and describe it using key vocabulary (landscape, food weather)	Can recognise different natural environments and describe them using a range of key vocabulary (including landscape, weather, food, impact of people)
Human Themes	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		
	Can talk about a human environment, such as the local area or a UK city (London), naming some features using some key vocabulary	Can identify a range of human environments, such as the local area and contrasting settlements (London), and describe them and some of the activities that occur there using key vocabulary	Can identify different human environments, such as the local area and contrasting settlements such as a village and a city. Can describe their features and some activities that occur there using a range of key vocabulary
Understanding places and connections	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.		
	Can make observations about, and describe, the local area/ London	Can make observations about, and describe, the local area/ London and its physical and human geography	Can make observations about, and describe, the local area/ London and its physical and human geography, and suggest how they are connected
	Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.		
	Can describe an aspect of the physical and human geography of a distant place. Can show awareness of their locality and identify one or two ways it is different and similar to the distant place	Can describe the physical and human geography of a distant place. Can describe their locality and how it is different and similar to the distant place	Can confidently describe the physical and human geography of a distant place. Can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so
Map and Atlas work	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.		
	Can use a world map, atlas or globe to recognise and name some continents and oceans. Can use a UK wall map or atlas to locate and	Can use a world map, atlas or globe to name and locate the seven continents and five oceans. Can use a UK wall map or atlas to locate and identify the	Can use a world map, atlas or globe to locate the continents and oceans relative to the equator and north and south poles.

	identify the four countries and capital cities of the United Kingdom	four countries and capital cities of the United Kingdom and its surrounding seas	Can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas
	Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.		
	Can locate places on a map of the local area using locational and directional language	Can describe a journey on a map of the local area using simple compass directions and locational and directional language	Can describe a journey on a map of the local area locating features and landmarks seen on the journey
Fieldwork and investigation	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.		
	Can use aerial photos to identify features of a locality Can draw a simple map	Can use aerial photos to identify physical and human features of a locality Can draw a simple map with a basic key of places showing landmarks	Can use aerial photos to identify a range of physical and human features of a locality Can draw a map with a key of places showing landmarks
	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		
	Can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. Can locate some features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this with drawings).	Can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. Can locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described).	Can keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. Can accurately locate features of the school grounds on a base map (e.g. independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them).

LKS2 (Y3/4) Progression in Geographical learning			
UK and local area	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.		
	Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK Can relate continent, country, county, city/where they live.	Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.	Can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west)

	Can locate the UK's major urban areas and locate some physical environments in the UK	Can locate and describe some human and physical characteristics of the UK	Can locate and describe several contrasting physical environments
The World and Continents	Locate the world's countries, focusing on Europe and North and South America.		
	Can recognise and name continents and oceans on a globe or atlas	Can name and locate the seven continents and five oceans on a globe or atlas	Know the relative locations of the continents and oceans to the equator and north and south poles
	Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).		
	Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere.	Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles	Can identify the position of the equator, the northern hemisphere and the southern hemisphere and understand the significance of the Tropics of Cancer and Capricorn
Physical Themes	Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.		
	<p>Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>Can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains</p> <p>Can describe some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed.</p>	<p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains</p> <p>Can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Can understand how a mountain region was formed</p>	<p>Can describe several physical features and describe how they change.</p> <p>Can describe and name the key landscape features of river and mountain environments in the UK.</p> <p>Can explain the water cycle in appropriate geographical language.</p> <p>Can describe some of the processes associated with rivers and mountains</p> <p>Can describe and understand some key physical processes and the resulting landscape features.</p> <p>Can understand how fold mountain regions are formed.</p>
Human Themes	Describe and understand key aspects of human geography, including types of settlement and land use and the distribution of natural resources		

	<p>Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city.</p> <p>Can recognise features and some activities that occur in different settlements using a range of key vocabulary</p> <p>Can recognise the main land uses within urban areas and the key characteristics of rural areas.</p> <p>Can describe different types of industry currently in the local area</p> <p>Use the terms import and export</p> <p>Know the journey how one product gets to the UK</p>	<p>Can identify and sequence a range of settlement sizes from a village to a city</p> <p>Can describe the characteristics of settlements with different functions</p> <p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas</p> <p>Can understand that products we use are imported as well as locally produced</p> <p>Can explain how the types of industry in the area have changed over time</p> <p>Know some goods which are imported and exported</p> <p>Know the journey of how one product gets into their home in detail.</p>	<p>Can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns</p> <p>Can describe the main land uses within urban areas and the activities that take place there. Can describe the key characteristics of rural areas</p> <p>Can explain how, and offer reasons why, the types of industry in the area have changed over time</p> <p>Use a map to accurately plot the journey of a product which is imported to the UK</p> <p>Know some of the world's largest exporters</p>
Understanding places and connections	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.		
	<p>Can understand the basic physical and human geography of the UK and its contrasting human and physical environments</p> <p>Can recognise that some regions are different from others</p>	<p>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others</p>	<p>Can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others and give reasons why some are similar</p>
	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country		

	<p>Can recognise that there are physical and human differences within countries</p> <p>Can show awareness of the physical and human characteristics of a European region</p>	<p>Can describe and compare similarities and differences between the UK and a region in a Scandinavian country</p> <p>Can understand how the human and physical characteristics of one region in Europe are connected and make it special</p>	<p>Can offer explanations for the similarities and differences between the UK and Scandinavia</p> <p>Can describe and compare the physical and human characteristics of a region in Europe</p> <p>Can understand how the human and physical characteristics are connected for more than one region in Europe</p>
Establish an understanding of the interaction between physical and human processes.			
	<p>Can describe how some physical processes can cause hazards to people.</p>	<p>Can understand how physical processes can cause hazards to people.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas</p>	<p>Can offer reasons why physical processes can cause hazards to people.</p> <p>Can offer explanations for the advantages and disadvantages of living in hazard-prone areas</p>
Map and Atlas work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
	<p>Can use a map to identify countries in Europe.</p> <p>Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK</p> <p>Can use an atlas to locate where they live in the UK and the UK's major urban areas</p>	<p>Can use a map or atlas to locate some countries and cities in Europe</p> <p>Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p>	<p>Can use an atlas to locate many countries, cities and key features in Europe</p> <p>Can use an atlas to name and locate a range of cities and counties in the UK</p>
Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			
	<p>Can use a simple letter and number grid.</p> <p>Can give direction instructions up to four compass points</p> <p>Can use large-scale maps outside</p>	<p>Can use four-figure grid references.</p> <p>Can give direction instructions up to eight compass points</p> <p>Can adeptly use large-scale maps outside</p>	<p>Know that six-figure grid references can help them find a place more accurately than four-figure grid references.</p> <p>Can use the scale bar or 1 km grid to estimate distance</p> <p>Can recognise patterns on maps and begin to explain what they show</p>

Fieldwork and investigation	Use a range of methods including sketch maps, plans and graphs, and digital technologies.		
	<p>Can make a simple sketch map.</p> <p>Can present information gathered in fieldwork using a simple graph.</p> <p>Can use digital maps to identify familiar places</p>	<p>Can make a map of a short route with features in the correct order and in the correct places.</p> <p>Can make a simple scale plan of a room.</p> <p>Can present information gathered in fieldwork using simple graphs.</p> <p>Can use the zoom function of a digital map to locate places</p>	<p>Can make a detailed map of a short route with features in the correct order and in the correct places.</p> <p>Can make a scale plan of a room with objects in the room.</p> <p>Can present information gathered in fieldwork using a range of graphs.</p> <p>Can use the zoom function to explore places at different scales and add annotations</p>
	Use fieldwork to observe, measure, record and present the human and physical features in the local area.		
	Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested	Can, in a group, carry out fieldwork in the local area selecting appropriate techniques	Can plan a fieldwork investigation in the local area selecting appropriate techniques

UKS2 (Y5/6) Progression in Geographical learning			
UK and local area	Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.		
	<p>Can locate and describe some physical environments in the UK</p> <p>Can locate the UK's regions and major cities</p>	<p>Can locate and describe several physical environments in the UK</p> <p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can recognise broad land-use patterns of the UK eg where wind farms are located</p>	<p>Can locate and describe a range of contrasting physical environments in the UK</p> <p>Can locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</p> <p>Can identify broad land-use patterns of the UK</p>

The World and Continents	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.		
	The pupil can locate some major cities and countries of Europe and North and South America on physical and political maps The pupil can describe some key physical and human characteristics of Europe and North and South America	The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America	The pupil can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions The pupil can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America
	Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).		
	Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude	Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation	Can locate places studied in relation to the equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation
Physical Themes	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.		
	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts Can understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest. Can understand that animals and plants are adapted to the climate. Can understand our food is grown in many different countries because of their climate	Can describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary Can understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic. Can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.

			Can relate climate to food production
Human Themes	Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources		
	<p>Know and understand what life is like in cities and in villages</p> <p>Know the journey of how one product gets into their home in detail</p> <p>Can describe some renewable and non-renewable energy sources</p> <p>Know where some of our main natural resources come from</p>	<p>Know and understand what life is like in cities and in villages and in a range of settlement sizes</p> <p>Can understand where our energy and natural resources come from</p>	<p>Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</p> <p>Understand where our energy and natural resources come from, and the impacts of their use</p>
Understanding places and connections	Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.		
	Understand how Cannock Chase has changed	Understand how Cannock Chase has changed and how it is different from other regions of the UK	Understand how and why their region and other regions have changed, and how the regions of the UK are distinctive
	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.		
	Know and can share information about key differences between living in the UK and Brazil	Know key similarities and differences between the UK and Brazil: its physical environment and climate, and economic activity	Can understand the importance of a region in South America, its human and physical environment, and how it is connected with the UK
	Deepen an understanding of the interaction between physical and human processes.		
	<p>Can explain some ways a biome (including the oceans) is valuable and under threat from human activity</p> <p>Understand how human activity is influenced by</p>	<p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected</p> <p>Understand how human activity is influenced by climate</p>	<p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future</p> <p>Understand how human activity is influenced by climate</p>

	climate and weather Can identify an important environmental issue	and weather Can explain several threats to wildlife/habitats	and weather Understand that no single type of energy production will provide all our energy needs
Map and Atlas work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
	Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America Can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude	Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones Can use thematic maps for specific purposes	Can use atlases to identify the distinct characteristics of some regions of Europe or North and South America Can use globes and atlases to accurately locate places by their latitude and longitude
	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		
	Can use four-figure grid references Can use OS map symbols and atlas symbols Can use maps at different scales Can recognise that contours show height	Can use four-figure grid references and find six-figure grid references Can describe height and slope from a map Can read and compare map scales	Can use four/six-figure grid references with ease and accuracy Can describe the shape of the land from contour patterns. Can work confidently with a range of maps from large-scale street maps to 1: 50,000 maps
Fieldwork and investigation	Use a range of methods including sketch maps, plans and graphs, and digital technologies.		
	Can make a sketch map with symbols Can use digital maps to identify human and physical features Can present information gathered in fieldwork using simple graphs	Can make sketch maps of areas using symbols, a key and a scale Can use digital maps to investigate features of an area Can present information gathered in fieldwork using a range of graphs	Can use digital maps to research factual information about features Can present information gathered in fieldwork using a range of graphs and other data presentation techniques
	Use fieldwork to observe, measure, record and present the human and physical features in the local area.		

	Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques	Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques	Can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques