



# Geography Progression Framework

## Numbering system

Subject.Key Stage.Strand.Statement

Text shown in **bold** is a key term, and is defined in the Glossary.

Strand	Key Stage 1				
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Relevant Voyagers unit(s)
GEOGRAPHICAL KNOWLEDGE					
1. The UK and local area	G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	G.1.1.3.a. The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. (E.g. Using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods.)	G.1.1.4.a. The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods.)	G.1.1.5.a. The child 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. (E.g. Research food that originates from different parts of the UK and create a map showing where regional foods come from. Design a menu for a 'Great British Picnic' using these foods.)	Unit 1: What's it like where we live? Unit 5: Where does our food come from?
	G.1.1.2. Develop knowledge of the human and physical geography of a small area of the United Kingdom.	G.1.1.3.b. The child can know about the <b>local area</b> and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)	G.1.1.4.b. The child can know about the <b>local area</b> , and name and locate key landmarks. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.)	G.1.1.5.b. The child can know the <b>local area</b> and its <b>physical and human geography</b> . (E.g. Investigate how other people view the local area, e.g. tourism websites. Create a vocabulary list of the human and physical features of the local area and how people can use and change these. Describe these features and locate them on a map using images or drawings.)	Unit 1: What's it like where we live? Unit 2: What will we see on our journey around the world?
2. The world and continents	G.1.2.1. Name and locate the world's seven continents and five oceans.	G.1.2.2. The child can recognise and name some continents and oceans on a globe or atlas. (E.g. Use the name of a continent when describing the location of the habitat of a significant animal.)	G.1.2.3. The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)	G.1.2.4. The child knows the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)	Unit 3: Where do different animals live?



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<b>GEOGRAPHICAL UNDERSTANDING</b>					
3. Physical themes	G.1.3.1. 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.	G.1.3.3.a. The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. <i>(E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a webcam or a weather forecast to answer these questions. Make a simple comparison with the weather in your area.)</i>	G.1.3.4.a. The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. <i>(E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)</i>	G.1.3.5.a. The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. <i>(E.g. Imagine you live in one of the capital cities of the UK. Use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role-play activity. Include comparisons to the weather in your area in the role play.)</i>	Unit 2: What will we see on our journey around the world? Unit 4: What are seasons?
	G.1.3.2. 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.	G.1.3.3.b. The child can talk about a natural environment, naming its features using some key vocabulary. <i>(E.g. Make a place in a box that shows the habitat of an animal.)</i>	G.1.3.4.b. The child can recognise a natural environment and describe it using key vocabulary. <i>(E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)</i>	G.1.3.5.b. The child can recognise different natural environments and describe them using a range of key vocabulary. <i>(E.g. Make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment including the landscape, food, weather and impact of people.)</i>	Unit 3: Where do different animals live?
4. Human themes	G.1.4.1. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	G.1.4.2. The child can talk about a human environment, such as the <b>local area</b> or a UK city, naming some features using some key vocabulary. <i>(E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card.)</i>	G.1.4.3. The child can identify a range of human environments, such as the <b>local area</b> and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. <i>(E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)</i>	G.1.4.4. The child can identify different human environments, such as the <b>local area</b> and contrasting <b>settlements</b> such as a village and a city. The child can describe their features and some activities that occur there using a range of key vocabulary. <i>(E.g. From a number of world cities from different continents, identify key features of a city from images or a video, identifying two differences and two similarities to the area in which you live. Talk with confidence about which city you would prefer to live in, and why.)</i>	Unit 1: What's it like where we live? Unit 5: Where does our food come from?
5. Understanding places and connections	G.1.5.1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	G.1.5.3.a. The child can make observations about, and describe, the <b>local area</b> and the nearest local green space. <i>(E.g. Make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class. Use different colours to identify its physical and human characteristics.)</i>	G.1.5.4.a. The child can make observations about, and describe, the <b>local area</b> and its <b>physical and human geography</b> . <i>(E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.)</i>	G.1.5.5.a. The child can make observations about, and describe, the <b>local area</b> and its <b>physical and human geography</b> , and suggest how they are connected. <i>(E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics. Draw this together by annotating an image or map of the local area.)</i>	Unit 1: What's it like where we live? Unit 2: What are the seven wonders of our world?
	G.1.5.2. Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	G.1.5.3.b. The child can describe an aspect of the <b>physical and human geography</b> of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. <i>(E.g. Complete a travel document to visit a place they have studied; be supported in a role-play to explain why they wish to visit this place.)</i>	G.1.5.4.b. The child can describe the <b>physical and human geography</b> of a distant place. The child can describe their locality and how it is different and similar to the distant place. <i>(E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.)</i>	G.1.5.5.b. The child can confidently describe the <b>physical and human geography</b> of a distant place. The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so. <i>(E.g. Complete a travel document. Act as a travel agent in a role-play, explaining confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places.)</i>	Unit 2: What will we see on our journey around the world?



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<b>GEOGRAPHICAL SKILLS AND ENQUIRY</b>					
6. Map and atlas work	G.1.6.1. 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.	G.1.6.3.a. The child can use a world map, atlas or globe to recognise and name some continents and oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. <i>(E.g. Locate the continents where different animals live on a world map, in an atlas or on the wall.)</i>	G.1.6.4.a. The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. <i>(E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)</i>	G.1.6.5.a. The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. The child 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. <i>(E.g. Locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location.)</i>	Unit 2: What will we see on our journey around the world? Unit 3: Where do different animals live? Unit 5: Where does our food come from? Unit 6: What are the seven wonders of our world?
	G.1.6.2. 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.	G.1.6.3.b. The child can locate places on a map of the <b>local area</b> using locational and directional language. <i>(E.g. After a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick.)</i>	G.1.6.4.b. The child can describe a journey on a map of the <b>local area</b> using simple compass directions and locational and directional language. <i>(E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.)</i>	G.1.6.5.b. The child can describe a journey on a map of the <b>local area</b> locating features and landmarks seen on the journey. <i>(E.g. After a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick.)</i>	Unit 1: What's it like where we live?
7. Fieldwork and investigation	G.1.7.1. 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.	G.1.7.3.a. The child can use aerial photos to identify features of a locality. The child can draw a simple map. <i>(E.g. Create models of landmarks seen on a local walk. Order the landmarks as they were seen on the journey.)</i>	G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. <i>(E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)</i>	G.1.7.5.a. The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks. <i>(E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)</i>	Unit 1: What's it like where we live?
	G.1.7.2. 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.	G.1.7.3.b. The child can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. The child can locate some features of the school grounds on a base map. <i>(E.g. Go into the playground to observe the weather and record this with drawings.)</i>	G.1.7.4.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. <i>(E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.)</i>	G.1.7.5.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns. The child can accurately locate features of the school grounds on a base map. <i>(E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)</i>	Unit 4: What are seasons?