



## Appleton Wiske Community Primary School Geography Progression



Year	Knowledge	Skills	Key Vocabulary
Year 1	<ul style="list-style-type: none"><li>- Name and locate the seven continents and five oceans</li><li>- Name, locate and identify the four UK countries and capital cities</li><li>- Understand daily and seasonal weather patterns in the UK</li><li>- Recognise basic physical (hill, river, coast) and human (city, farm, shop) features</li></ul>	<ul style="list-style-type: none"><li>- Use simple compass directions (N, S, E, W)</li><li>- Use locational and directional language (near, far, left, right)</li><li>- Use world maps, atlases, and globes to locate UK and studied continents</li><li>- Use first-hand observation to study school grounds and local environment</li></ul>	continent, ocean, country, capital city, weather, season, hill, river, coast, city, town, village, farm, shop
Year 2	<ul style="list-style-type: none"><li>- Develop understanding of geographical similarities and differences in a small UK area and a contrasting non-European country</li><li>- Identify hot and cold areas of the world in relation to the Equator and poles</li></ul>	<ul style="list-style-type: none"><li>- Use aerial photographs and plan perspectives to recognise landmarks and features</li><li>- Devise simple maps with basic symbols</li><li>- Use simple fieldwork and observational skills in local area</li></ul>	Equator, North Pole, South Pole, landmark, map, symbol, human features, physical features
Year 3	<ul style="list-style-type: none"><li>- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these have changed over time</li><li>- Physical geography, including: rivers, weather patterns and coasts</li><li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of a European country</li><li>- Locate the world's countries, using maps to focus on Europe (including location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li></ul>	<ul style="list-style-type: none"><li>- Use maps, atlases, globes, and digital mapping to locate countries and features</li><li>- Use four compass points confidently</li><li>- Begin using simple grid references (4-figure)</li><li>- Conduct fieldwork to observe and record local features using sketch maps and plans</li></ul>	county, city, mountain, river, coast, topographical feature, grid reference, digital mapping
Year 4	<ul style="list-style-type: none"><li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li></ul>	<ul style="list-style-type: none"><li>- Use eight compass points</li><li>- Use four- and six-figure grid references</li></ul>	latitude, longitude, Tropic

	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North/South America</li> <li>- Human geography, including: types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>- Use Ordnance Survey maps to build UK and world knowledge</li> <li>- Use fieldwork to measure and record human and physical features, presenting data through graphs and digital tools</li> </ul>	<ul style="list-style-type: none"> <li>of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, time zone</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>- Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>- Physical geography, including: volcanoes and earthquakes, mountains, the water cycle, climate zones, biomes and vegetation belts</li> <li>- 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)</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping confidently</li> <li>- Use advanced fieldwork skills to collect and analyse geographical data locally</li> <li>- Apply geographical knowledge to explain processes and patterns at different scales</li> </ul>	<ul style="list-style-type: none"> <li>climate zone, biome, vegetation belt, volcano, earthquake, settlement, land use, economic activity, natural resources</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>- Extend locational knowledge beyond Europe and the Americas</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North/South America</li> <li>- Locate the world's countries, using maps to focus on Europe (including location of Russia)</li> </ul>	<ul style="list-style-type: none"> <li>- Use all geographical skills with fluency including compass, grid references, symbols, and keys</li> <li>- Use digital technologies to analyse and interpret geographical information</li> <li>- Conduct complex fieldwork, synthesising multiple sources to draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>region, interaction, human geography, physical geography, analysis, synthesis</li> </ul>

This progression framework builds incrementally from foundational locational knowledge and simple observational skills, through to sophisticated geographical understanding and fieldwork by Year 6. It reflects Appleton Wiske Community Primary School's vision for a deep, rich curriculum that develops knowledge, skills, resilience, and independence, while preparing pupils for future learning. The framework supports the school's priorities by ensuring high-quality geography teaching that is inclusive and accessible to all pupils, including those with SEND and disadvantaged backgrounds, and it integrates well with the school's strong community and outdoor learning ethos.