



Geography Progression Framework

Numbering system

Subject.Key Stage.Concept.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)
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.b. The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.	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.	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.
	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 local area and name key landmarks, e.g. the nearest local green space.	G.1.1.4.b. The child can know about the local area , and name and locate key landmarks.	G.1.1.5.b. The child can know the local area and its physical and human geography .
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.	G.1.2.3. The child can name and locate the seven continents and five oceans on a globe or atlas.	G.1.2.4. The child can know the relative locations of the continents and oceans to the equator and North and South Poles.



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GEOGRAPHICAL UNDERSTANDING				
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.	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.	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.
	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.	G.1.3.4.b. The child can recognise a natural environment and describe it using key vocabulary.	G.1.3.5.b. The child can recognise different natural environments and describe them using a range of key vocabulary.
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 local area or a UK city, naming some features using some key vocabulary.	G.1.4.3. The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	G.1.4.4. The child can identify different human environments, such as the local area and contrasting settlements 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.
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 local area and the nearest local green space.	G.1.5.4.a. The child can make observations about, and describe, the local area and its physical and human geography .	G.1.5.5.a. The child can make observations about, and describe, the local area and its physical and human geography , and suggest how they are connected.
	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 physical and human geography 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.	G.1.5.4.b. The child can describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place.	G.1.5.5.b. The child can confidently describe the physical and human geography 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.



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GEOGRAPHICAL SKILLS AND ENQUIRY				
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.	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.	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.
	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 local area using locational and directional language.	G.1.6.4.b. The child can describe a journey on a map of the local area using simple compass directions and locational and directional language.	G.1.6.5.b. The child can describe a journey on a map of the local area locating features and landmarks seen on the journey.
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.	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.	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.
	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.	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.	G.1.7.5.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns. The child can accurately locate features of the school grounds on a base map.