

Hallgate Progression in Geography

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Statements	The World – ELG		Locational Knowledge		Locational Knowledge			
	<p>To make observations of the environment and explain why some things occur and talk about changes.</p> <p>To talk about similarities and differences in relation to places, objects, materials and living things.</p> <p>To talk about the features of my own immediate environment and how environments might vary from one another.</p>		<p>Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Geography</p> <p>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</p> <p>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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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</p>		<p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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).</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geography Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in</p>			

			<p>key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p>	<p>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>				
<p>Locational Knowledge</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>Talk about members of their immediate family and community</p>	<p>Name the four countries and capital cities of the United Kingdom.</p> <p>Name and locate where I live and the local city (Hull) and understand how some places are linked to other places e.g. roads, trains.</p>	<p>Locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p>	<p>Name major cities of the UK</p> <p>Identify human characteristics of places studied</p> <p>Identify physical characteristics of places studied</p>	<p>Locate major cities of the UK</p> <p>Describe human characteristics of places studied</p> <p>Describe physical characteristics of places studied</p>	<p>Show a greater understanding of UK geography through naming and locating cities and towns.</p> <p>Give reasons for human characteristics of places studied</p> <p>Give reasons for physical characteristics of places studied</p>	<p>Compare cities and towns in the UK according to their location and features.</p> <p>Explain how human characteristics of places studied may have changed</p> <p>Explain how physical characteristics of places studied may have changed</p>
			<p>Name the seven continents.</p>	<p>Name and locate the world's seven</p>	<p>Name countries in Europe</p>	<p>Locate countries in Europe</p>	<p>Name some major cities of the world</p>	<p>Locate major cities of the world.</p>

				continents and five oceans.				
							Name and locate an increasing range of places in the world including globally and topically significant features and events.	Describe and explain an increasing range of places in the world including globally and topically significant features and events.
Place Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs	Recognise some environments that are different to the one in which they live	Recognise that there are similarities and differences between places	Identify some similarities and differences between a place they are familiar with (Hull) and an area of a different country.	Identify some similarities and differences between countries, including ones they may not have visited.	Describe some similarities and differences between places, referring to human and physical features.	Begin to make comparisons between places about places by using evidence.	Make detailed comparisons about places by using evidence.
Human and Physical Geography	Begin to understand the need to respect and care for the natural environment and all living things	Explore the natural world around them Understand the effect of changing seasons on the natural world around them	Name some types of weather and the weather associated with the seasons Identify hot and cold places.	Identify patterns in the weather Identify how a place's location may impact the weather.				
	Continue developing positive attitudes about the differences between people	Describe what they see, hear and feel whilst outside	Begin to use vocabulary to describe physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	Correctly use vocabulary to describe physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	Use geographical language to identify some aspects of physical geography* Describe how physical geographical features (such	Use geographical language to describe some aspects of physical geography* Explain in detail how physical features are	Use geographical language to make links between different aspects of physical geography* Name different biomes and climate zones and their features.	Recognise patterns in physical geography and understand the reasons that influence these. Locate different biomes and climate zones and describe differences between them.

			season and weather	season and weather	rivers and volcanoes) are formed.	formed.		
			Begin to use vocabulary to describe human features: city, town, village, factory, farm, house, office, port, harbour and shop	Correctly use vocabulary to describe human features: city, town, village, factory, farm, house, office, port, harbour and shop	Use geographical language to identify some aspects of human geography* Recognise that humans can have an impact on the Earth.	Use geographical language to describe some aspects of human geography* Describe how humans can have an impact on the Earth.	Use geographical language to make links between different aspects of human geography* Describe some ways in which humans have an impact on the environment around them	Recognise patterns in human geography and understand the reasons that influence these. Give reasons for humans impacting on the environment
Geographical Skills and Fieldwork	Understand position through words alone - for example 'The bag is under the table' - with no pointing	Draw information from a map (real and imaginary)	Use maps, atlases and globes locate the UK and its countries	Use maps, atlases and globes to locate continents and oceans	Use maps, atlases, globes and digital/computer mapping to locate areas studied	Use map symbols and keys to locate information	Use maps, atlases, globes and digital/computer mapping to help describe features of a place	Use maps, atlases, globes and digital/computer mapping to observe, measure and record geographical features
	Discuss routes and locations, using words like 'in front of' and 'behind'		Use locational and directional language (e.g. near and far, left and right) to describe the location of features	Use the four points of a compass Use locational and directional language (e.g. near and far, left and right) to describe	Use the eight points of a compass. Use four figure grid references on OS maps	Use the eight points of a compass to describe the location of features and routes on a map.		

				routes		Use six figure grid references on OS maps		
			Use photos to locate a familiar place Make simple maps and plans.	Recognise a familiar place from aerial photos Make a map with a simple key	Create sketch maps which can be understood by others	Use plans and digital technology to develop maps		
			Observe and identify things seen in the local area	Ask simple geographical questions about the local area	Present data found in an appropriate way for Y3 (see maths curriculum) Begin to answer questions about human and physical features in the local area prior to and following fieldwork	Present data found in an appropriate way for Y4 (see maths curriculum) Answer questions about human and physical features in the local area prior to and following fieldwork	Present data found in an appropriate way for Y5 (see maths curriculum) Analyse evidence from fieldwork	Present data found in an appropriate way for Y6 (see maths curriculum) Begin to make comparisons about places by using evidence

*** The exact nature of this will be explained on the unit overview: this builds on KS1 knowledge, moving into more complex areas (eg climate zones, volcanoes, types of settlements and economic activity).**