

Showing progression in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Local Area Toys	Great Fire Of London Queens Pirates	Stone Age Egyptians	Romans History of Leisure Saxons	Victorian Civil War World War 2	Ancient Greeks Evolution Japan
Chronology	<ul style="list-style-type: none"> I learn to Link the past and present to my own timeline 	<ul style="list-style-type: none"> I explore a timeline of events laid out on scale I begin to think about the dates of events I learn about I place recounts of events in date order 	<ul style="list-style-type: none"> I understand time as BC/AD I learn to locate the time period studied in relation to other periods in world history I find out how to place the time studied on a time-line which has some dates already laid out 	<ul style="list-style-type: none"> Introduce BCE /ACE as secular terms for labelling time I independently order events from a period of history on a timeline using dates 	<ul style="list-style-type: none"> I place several time periods on a timeline I learn to draw a timeline with a scale to record events within one time period I label my work using names of time periods 	<ul style="list-style-type: none"> I understand that some periods are concurrent in different locations and I can construct timelines to show this. I can order 10 events on a timeline
Similarities & Differences	<ul style="list-style-type: none"> I discuss similarities and differences between photos and artefacts from the past and present 	<ul style="list-style-type: none"> I can recognise similarities and differences in increasing detail 	<ul style="list-style-type: none"> I explore similarities and differences between the Stone Age and Bronze Age 	<ul style="list-style-type: none"> I identify similarities and differences e.g. between rich and poor, within a specific time period 	<ul style="list-style-type: none"> I learn about similarities and differences within one aspect between two time periods. 	<ul style="list-style-type: none"> I can identify similarities and differences between 3 time periods studied using a 3 circle Venn diagram I also suggest why there may be similarities
Change & Continuity	<ul style="list-style-type: none"> I can talk about changes and continuity in my own life 	<ul style="list-style-type: none"> I compare the past and present by looking at pictures I begin to explain why some changes have taken place 	<ul style="list-style-type: none"> I recognise changes within a time period studied 	<ul style="list-style-type: none"> I begin to independently identify major changes from a limited selection of events. 	<ul style="list-style-type: none"> I can map changes over a time period – I think about whether they are the same or different to changes in other societies at the time? 	<ul style="list-style-type: none"> I'm beginning to consider the influence of wider aspects e.g. environmental issues. I use primary evidence such as the census and maps to explore changes over a time period.
Cause and consequence	<ul style="list-style-type: none"> I make simple links between cause and effect in my own life. 	<ul style="list-style-type: none"> I begin to give reasons why people acted as they did in the past. I recount main events using causal conjunctions. 	<ul style="list-style-type: none"> I can give reasons for changes and identify consequences I match the changes to ways in which it altered life 	<ul style="list-style-type: none"> I begin to realise not all evidence agrees and that there may be more than one reason for events/ actions and I am able to summarise these. 	<ul style="list-style-type: none"> I recognise that there may be more than one cause or consequence of change and I begin to assess the relative importance. I recognise that sometimes change is not abrupt.- (Titanic class system) 	<ul style="list-style-type: none"> I use evidence to form a hypothesis and produce a balanced argument.
Significance / legacy	<ul style="list-style-type: none"> I can explore things from the past that still exist (toys) 	<ul style="list-style-type: none"> Legacy – I can explore how we can see influence of change today. I can trace the influence of one aspect 	<ul style="list-style-type: none"> Legacy – I learn to trace the continuity of an aspect forward 	<ul style="list-style-type: none"> I use given events to decide which is most significant and justify the point. Legacy – I trace the impacts of different societies in modern society 	<ul style="list-style-type: none"> I understand that significance may vary according to different groups of people e 	<ul style="list-style-type: none"> I understand that significance may be understood differently over time Legacy-Trace an aspect forward
Historical Enquiry	<ul style="list-style-type: none"> I can sort objects into 'then' and 'now' I learn to ask and answer questions when exploring pictures and objects from the past. 	<ul style="list-style-type: none"> I learn to make simple deductions from evidence- pictures, artefacts 	<ul style="list-style-type: none"> I start combining evidence from more than one source to answer a question. I begin to suggest questions to further my enquiry. 	<ul style="list-style-type: none"> I begin to cross reference evidence using pictures, data, maps and personal accounts. I understand the difference between primary and secondary sources 	<ul style="list-style-type: none"> I begin to choose questions to pursue and select evidence which will be useful. I consider the worthiness of evidence and consider sources. I can write an account from different points of view. 	<ul style="list-style-type: none"> I can structure my own questions I select/find evidence which is rich and offer reasons why some sources may be conflicting.
Vocabulary	<ul style="list-style-type: none"> Past, present, yesterday, today, last week, long time ago, before I was born 	<ul style="list-style-type: none"> Century, decade, historian, museum, history, historical, invasion, war, peace, before , after , earlier , later to refer to events, Crimean war, Victorian Stuart 	<ul style="list-style-type: none"> Neolithic, Palaeolithic, Mesolithic Prehistory, BCE / AD, artefact, fossil, Ancient, archaeology, hieroglyphic, temple, civilization, beliefs, society, religious, time period, consequence 	<ul style="list-style-type: none"> Chronology, era, cause, change, heritage, legacy, attitudes, monarchy, Pope, inheritance, dynasty, document, political, primary/secondary source, document, propaganda 	<ul style="list-style-type: none"> Significance, causality, political, religious, economic, social, morals, capitalist, manufacturing, parliament, invention Mythology, empire, Emperor Enquiry, hypothesis 	<ul style="list-style-type: none"> Democracy, cultural, government sources, reliability, diversity, sacrifice, rebellion, Monarchy

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	Safari Farms London	Space Woodlands Pirates	United Kingdom Egypt Africa	Coastal Erosion Endangered Animals Antarctica	Rising Sea Levels London	Beetles Greece Japan
Geographical Skills	<ul style="list-style-type: none"> I look at maps of the local area and discuss what I know and what I have seen. I use objects to create a simple map I learn to use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. 	<ul style="list-style-type: none"> I use maps and globes to locate the UK. I study maps and aerial photographs and use simple compass directions (North, South, East and West) I use locational and directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> I use maps, atlases, globes and digital/computer mapping to locate the countries of Europe, including Russia. 	<ul style="list-style-type: none"> I begin to study and understand 4 figure grid references on maps I undertake surveys and draw conclusions from data Classify buildings (Romans) Study maps over time to determine the effects of coastal erosion 	<ul style="list-style-type: none"> I investigate how humans are impacting the world in different ways: Studying our oceans Studying rivers Studying a local area 	<ul style="list-style-type: none"> I investigate different settlements and understand how the different types of topography influence where settlements occur and what trade they create-
Human and Physical	<ul style="list-style-type: none"> I am able to verbalise and write about similarities and differences between the features of two localities 	<ul style="list-style-type: none"> I can observe and record the features around the local area and suggest reasons for differences I can communicate my findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. 	<ul style="list-style-type: none"> I understand geographical similarities and differences through studying the human and physical geography of two localities 	<ul style="list-style-type: none"> Whilst studying history, I explore why certain groups of people decided to settle in different places 	<ul style="list-style-type: none"> I examine the water cycle and explore the role of Oceans. 	<ul style="list-style-type: none"> I describe and explain the process that causes natural disasters.
Place Knowledge	<ul style="list-style-type: none"> Explain the purpose of a capital city and form opinions on how this affects population size 	<ul style="list-style-type: none"> I learn to identify the 4 countries of the UK and label the capital cities. I identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> I explore the environmental regions of Europe 	<ul style="list-style-type: none"> I use maps and atlases to identify where different biomes are, as well as capitals, mountain ranges and rivers and oceans 	<ul style="list-style-type: none"> I explore different time zones Environmental regions, key areas Investigating coastal/ocean pollution 	<ul style="list-style-type: none"> On a world map. I can locate main countries, cities and oceans. I study settlements and understand how the distribution of resources impacts on trade.
Local Knowledge	<ul style="list-style-type: none"> I ask questions about the weather and seasons. I express opinions about the seasons and relate the changes to changes in clothing and activities 	<ul style="list-style-type: none"> I am able to find different types of physical and human features on a map. 	<ul style="list-style-type: none"> Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks. Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. 	<ul style="list-style-type: none"> I understand the difference between Northern and Southern hemisphere I understand the term 'climate zone' and identify some differing ones I understand what is global warming and its implications I make connection between Equator, and the tropics and Africa 	<ul style="list-style-type: none"> I use maps, globes and digital/computing mapping to locate countries, seas and cities I can use 4 figure grid reference to read maps 	<ul style="list-style-type: none"> I can use 6 figure grid references I name and locate key topographical features and understand how these features change over time
Field Work	<ul style="list-style-type: none"> I use simple fieldwork and observational skills to study the geography of my school and its grounds. I explore the key human and physical features of its surrounding environment I record my findings; note taking, videoing, 	<ul style="list-style-type: none"> I use fieldwork to develop knowledge and understanding of the school and local area. 	<ul style="list-style-type: none"> I understand the 8 compass points and use them to explain/identify points on a map. I carry out a fieldwork project. 	<ul style="list-style-type: none"> I investigate the causes of local pollution and identify effects and ways to reduce it. I conduct a survey and report my findings. 	<ul style="list-style-type: none"> I look for evidence of past river use I make field notes/observations about land/river features (residential) I study pictures of rivers past and present and compare and contrast I record measurement of river width and depth (residential) 	<ul style="list-style-type: none"> Fieldwork project: link to science week Investigate how as a school we can reduce our carbon foot print