



# Sherdley Primary School

Geography Progression Statements – End of year expectations

2021-2022

	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 1	<ul style="list-style-type: none"> <li>Name and locate some places in their locality (the school and its grounds), 4 countries &amp; capital cities of the UK and surrounding seas and the wider world (Arctic, Antarctica)</li> </ul>	<ul style="list-style-type: none"> <li>Describe some places and features using basic geographical vocabulary.</li> <li>Say what you can see in a place.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple geographical questions.</li> <li>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe daily weather patterns.</li> <li>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> <li>Identify seasonal and daily weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, globes, atlases and images.</li> <li>Know that symbols mean something on maps.</li> <li>Use simple compass directions (N,S,E,W)</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and photos to talk about the school.</li> <li>Draw, speak or write about simple geographical concepts such as what they can see where.</li> <li>Express their views on some features of their environment e.g. what they do or do not like.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Name and locate significant places in their locality (Sutton and Sherdley Parks, Rainhill, Sutton Manor Colliery &amp; The Dream), the UK and wider world. (Kenya, all continents and oceans.)</li> </ul>	<ul style="list-style-type: none"> <li>Describe places and features using simple geographical vocabulary.</li> <li>Make observations about features that give places their character.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> <li>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Develop simple fieldwork and observational skills when studying the geography of the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> <li>Use simple compass directions as well as locational and directional language when describing or following features and routes.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> <li>Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>Create their own simple maps and symbols.</li> </ul>

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Year 3	<ul style="list-style-type: none"> <li>Name and locate a wider range of places in their locality (canals and railways), the UK (some cities of England) and wider world (Italy, Europe and Russia).</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>Make observations about places and features that change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>Identify similarities, differences and patterns when comparing places and features.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, record, and name geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</li> <li>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</li> </ul>	<ul style="list-style-type: none"> <li>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> <li>Communicate geographical information through a range of methods including the use of ICT.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Name and locate a wider range of places in their locality (dams), the UK (rivers) and wider world (Greece) including some globally significant features (settlement, traditions, tourism).</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to identify and explain some aspects of human and physical features and patterns.</li> <li>Describe how features and places change and the links between people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to more searching geographical questions including 'how?' and 'why?'</li> <li>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, record, and explain physical and human features of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</li> <li>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>Communicate geographical information through a range of methods including digital maps, plans, diagrams, graphs and presentations.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Name and locate an increasing range of places in the UK (counties) and world including globally and topically significant features and events. (North America 'hotspots', Grand Canyon/Cheddar Gorge – slave trade with the Americas and Liverpool)</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> <li>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>Recognise geographical issues affecting people in different places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> </ul>	<ul style="list-style-type: none"> <li>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li> <li>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</li> </ul>

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<b>Year 6</b>	<ul style="list-style-type: none"> <li>Name and locate an extensive range of places in the world including globally and topically significant features and events. (Southport-coastal region, biomes, and the rainforests of the world)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>Explain some links and interactions between people, places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> <li>Make predictions and test simple hypotheses about people, places and geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>Communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul>