



Year One Geography Progression Steps

Year 1	Developing	Expected Standard	Exceeding	Geographical Language
Locational Knowledge	<ul style="list-style-type: none"> Pupils can name and locate one of the seven continents of the world Pupils can locate oceans Pupils can name and locate one of the four countries of the United Kingdom Pupils can identify some key features of a location in order to say whether it is a city, town or village. Pupils are able to answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?) 	<ul style="list-style-type: none"> Pupils can name and locate the United Kingdom and its countries. Pupils can name and locate two of the seven continents of the world Pupils can name and locate one of the five oceans of the world Pupils can name, locate and identify characteristics of two of the four countries of the United Kingdom Pupils can name, one of the four capital cities of the United Kingdom. Pupils identify the key features of a location in order to say whether it is a city, town or village. Pupils ask geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?) 	<ul style="list-style-type: none"> Pupils can name and locate three of the seven continents of the world Pupils can name and locate two of the five oceans of the world Pupils can name and locate three of the four countries of the United Kingdom Pupils can name two of the four capital cities of the United Kingdom. Pupils can confidently identify and talk about the key features of a location in order to say whether it is a city, town or village. Pupils ask geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?) 	<ul style="list-style-type: none"> Seven Continents (Africa, Asia, Antarctica, Europe, North America, South America and Australia).
Place Knowledge (Atlas/Map Work)	<ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country 	<ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography 	<ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography 	<ul style="list-style-type: none">
Human and Physical Geography	<ul style="list-style-type: none"> Pupils can name the seasons Pupils can locate a small number of hot and cold areas of the world in relation to the Equator or North and South Poles Pupils can use a few basic geographical words to refer to human features Pupils can use a few basic geographical words to refer to 	<ul style="list-style-type: none"> Pupils are beginning to identify seasonal patterns in the United Kingdom. Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic 	<ul style="list-style-type: none"> Pupils can identify seasonal patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features 	<p>Key physical features Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather</p> <p>Key human features City, town, village, factory, farm, house, office, shop</p>

	<p>physical features</p> <ul style="list-style-type: none"> • Pupils study the geography of the school and the key human and physical features of its surrounding environment. • Pupils are familiar with some of the land use around the school. 	<p>geographical vocabulary to refer to physical features</p> <ul style="list-style-type: none"> • Pupils study the geography of the school and the key human and physical features of its surrounding environment. • Pupils can identify land use around the school. 	<ul style="list-style-type: none"> • Pupils study the geography of the school and the key human and physical features of its surrounding environment. • Pupils can confidently identify land use around the school. 	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently • Pupils can use simple compass directions with increasing accuracy • Pupils can recognise landmarks • Pupils can devise a simple map • Pupils can use locational language (e.g. near and far) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Pupils are beginning to use maps, atlases and globes to identify to identify studied regions. • Pupils can use north and south accurately or east and west accurately • Pupils are beginning to recognise landmarks • Pupils are beginning to devise a simple map and are beginning to use basic symbols in a key. • Pupils use locational language (e.g. near and far) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately • Pupils can use simple compass directions with increasing accuracy • Pupils are recognising landmarks with increased accuracy • Pupils are beginning to devise a simple map 	<p>Locational language (incl. Compass directions) North, south, east, west, near, far</p>