Geography Progression Framework

OLS	Substantative Knowledge			Disciplinary knowledge
	Locational knowledge The orientation of the world and how to navigate it Concepts – place and space	**Place knowledge** The connection of location and physical/human geography processes with personal experience Concepts – place, space and interconnections	**Human and physical geography** Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world. Concepts - Environment, interconnections and physical and human processes	**Geography field work and skills** Collecting first hand evidence and using maps/globes Concepts - place, space and scale
Working towards	• Names a place they know, e.g. home, shop • Names a place they have visited • Looks at a globe and describes its shape • Searches out specific pieces of equipment and know where the equipment goes • Identifies how to get to the toilet from class	• Anticipates one thing they may see outside, e.g. a bird • Describes a familiar indoor place • Describes a familiar outdoor place • Identifies a difference when looking at a photograph of a place taken long ago and more recently • Identifies a difference between two familiar indoor places, e.g. their bedroom and the bathroom • Identifies a difference between two familiar outdoor places • Identifies a difference between two familiar outdoor places, e.g. the park and their garden • Shows an awareness of the purpose of some indoor places • Shows an awareness of the purpose of some outdoor places	• Identifies some common structures e.g. runs or points to the wall/fence when asked to • Names some buildings • Discusses the shops they have visited and what things they have bought there • Describes temperature in terms of hot and cold • Names and matches different types of weather on a weather diary • Suggests where to find rocks • Suggests where to find soil • Suggests what they might find in the sea • Suggests what they might see in a forest • Identifies an attribute of a habitat, e.g. the Arctic is "Cold"	• Demonstrates curiosity in the outside world • Communicates what they can hear in the environment • Communicates what they can see in the environment • Finds an object by location, e.g. find me a member of staff from the office • Handles a magnifying glass and camera • Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest • Points out and simply describes the information contained in a photo or picture • Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc. • Responds appropriately to position based terminology, e.g. the cup is in front of the plate, put your coat behind the door, etc. • Describes the directional movement of an object • Shows an awareness that some things always happen, e.g. water always makes paper wet, etc.
	Locational knowledge	**Place knowledge**	**Human and physical knowledge**	**Geography field work and skills**

Stepping Stones	• Communicates in simple terms about where they live, e.g. in a big flat, by lots of trees, along a road • Points to sea/lands on globe • Refers to our planet as 'Earth' • Knows number of their house and the name of their street • Indicates that the land on simple maps is coloured green, brown or yellow • Indicates that water on simple maps is coloured blue • Uses comparative language to describe an object as near or far	• Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests • Indicates that some people around the world dress differently to them • Indicates that some people around the world live in different types of buildings • Recognises that some people around the world speak different languages to them • Indicates that some people around the world eat different foods to them	• Identifies some different types of homes • Identifies the features of the place where they live • Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc • Discusses the different types of food they see in shops • Understands that food is transported to shops from different places • Classifies a place as being built or created by people, e.g. a shop, office • Classifies a place as being created by nature, e.g. a cliff, beach • Describes vegetation they see in a photograph of different places, e.g. by a road, in a garden, in a desert • Identifies obvious differences between summer and winter • Suggests what they should wear in different types of weather • Matches pictures of known animals to their normal habitats • Shows an awareness of place/habitat, e.g. conkers and acorns found near trees • Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc. • Describes features of the land using appropriate language • Observes and comments on the effect of natural elements, e.g. wind, water, etc • Gives simple reasons why something has eroded in the environment • Looks at examples of rock formations and comments on the shapes/colours they see	• Makes a simple pictorial representation of what they have seen • Recognises links between objects, e.g. car/garage, leaf/tree • Completes a simple chart to show their findings, e.g. puts pictures of trees in one pile and pictures of flowers in another • Considers their own safety, e.g. suggests how to keep safe when pond dipping, working with tools or undertaking an experiment • Finds information from a secondary source, e.g. finds pictures of different fur markings on animals • Labels a simple diagram, e.g. puts pictures of body parts on a silhouette • Records data through pictures, e.g. weather information using pictures of the sun and rain • Uses a magnifying glass to examine closely • Uses cameras to take still and moving pictures • Adds detail to a map of a familiar place, e.g. furniture in their bedroom • Finds items from simple positional and directional clues • Follows and gives directions around the room and the setting • Describes what they can see under a magnifying glass
	Locational knowledge	**Place knowledge**	**Human and physical knowledge**	**Geography field work and skills**

Oakwood Learning Stage 1	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • States the name of the country in which they live • States the name of capital city of the country in which they live • Names some local places • Locates land masses and oceans on a 2D map and a globe • Describes structures using terms related to shape and position	• Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city • Compares elements of physical and human geography between their locality and that of a contrasting non-European city using pictorial sources, e.g. size of rivers • Compares familiar elements of physical geography to their locality and that of a contrasting non-European city, e.g. weather and vegetation	• Use basic geographical vocabulary to refer to key physical features, including for example: Hill, River, Valley, Local Area, Beach, Cliff, Coast, Sea, Ocean, The Seaside • Identifies some familiar human geographic features, e.g. shop, office, town • Identifies some familiar physical geographic features, e.g. river, beach, mountain • Lists places in the world they know to have a hot or cold climate • Describes water in different weathers, e.g. ice or rain • Suggests the weather they would expect to experience in different seasons • Suggests the types of temperatures they would expect to experience in different seasons • Compares and describes similarities in the seasons • Recognises seasonal changes • Names and sequences the seasons of the year	• Recognises the terms North, South, East and West and relates to position • Describes position using the terms "right" and "left" correctly • Describes position using simple vocabulary, e.g. above, behind, close, left, right • Uses simple symbols on their map • Records ideas using drawing or information and communication technology • Finds information using different sources, e.g. reference books to help name seeds, atlas to find which country is near the sea • Identifies the purpose of features close to the setting, e.g. crossing • Identifies features of their setting on an aerial photograph • Identifies and records what can be seen from space when looking at Earth • Finds the UK on a world map • Finds the UK on a globe • Finds land masses and oceans on a globe • Finds Europe on a world map • Finds basic information using simple atlas, e.g. the countries in the United Kingdom • Draws a simple map, e.g. of their bedroom • Describes their route to their setting, e.g. names types of buildings they pass • Describes how to get to a place in their setting using simple geographical terminology
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Oakwood Learning Stage 2	• Locates the world's seven continents and five oceans using a globe • States their address including their house number, street and town • Names the countries of the UK • Names and locates the seas which surround the UK • Explains that an island is surrounded by water • Classifies the UK as an island	• Simply describes the differences and similarities in lives of people in their locality with the lives of someone in a contrasting non-European city • Simply describes the importance of some physical geographic features in their locality and that of a contrasting non-European city, e.g. a river for transport or as a food source • Identifies and simply describes some familiar human geographic features in their locality and that of a contrasting non-European city • Identifies and simply describes some familiar physical geographic features, in their locality and that of a contrasting non-European city	• Use basic geographical vocabulary to refer to key physical features, including: River, Soil, Valley, Forest, Weather, Forest, city, town, village, factory, farm, house, office, port, harbour and shop • Suggests ways people have an effect on their surroundings • Suggests ways in which to improve areas of environmental concern • Identifies and simply describes some familiar human geographic features, e.g. factory, port, harbour • Identifies and simply describes some familiar physical geographic features, e.g. soil, vegetation, season • Links clouds to rain • Explains that temperature is a measure of how hot or cold things are • Describes the effects of weather conditions • Observes and discusses weather in terms of temperature • Compares temperatures, e.g. around the setting • Describes weather conditions using appropriate vocabulary	• Draws a simple map with detail, including a basic key with some support • Follows a set of instructions to move the position of themselves or an object • Gives instructions to someone else to follow, to move themselves or an object • Describes movement using the language of direction, e.g. backwards, left • Records their observations, e.g. drawings, photographs or notes • Records temperatures, e.g. in different places around the setting • Lists physical features of their surrounding area during fieldwork, e.g. vegetation • Lists human features of their surrounding area during fieldwork, e.g. offices • Asks and answers simple questions about the data they have gathered • Takes simple measurements using familiar equipment • Records data using simple measurements • Records data in a simple block diagram
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Oakwood Learning Stage 3	• Identifies hot and cold places on globe • Explains where to find the Equator on a globe • Names the poles on the Earth • Names and locates the capital cities of the UK on a map • Pinpoints the countries of the UK on a map • Classifies the UK as part of the continent of Europe	• Identifies and describes simple differences between a small area of the UK and a small area in a contrasting non-European country • Identifies and describes simple similarities between a small area of the UK and a small area in a contrasting non-European country • Pinpoints the main key features of physical geography in a small area of the UK and a small area in a contrasting non-European city • Pinpoints the main key features of human geography in a small area of the UK and a small area in a contrasting non-European city	• Describe and understand key aspects of rivers and the water cycle • Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water – UK & Egypt • Describe and understand key aspects of types of settlement • Pinpoints hot and cold areas of the world in relation to the Equator and the North and South Poles • Identifies and describes familiar human geographic features, e.g. city, farm, village • Identifies and describes familiar physical geographic features, e.g. cliff, coast, valley • Explains what could happen if there is too much/not enough of a weather type • Recognises the Sun rises and sets at different times each season • Recognises the importance of different types of weather, e.g. for crops • Gives an example of water in different states • Names a month that falls in each season • Gives own reasons why the seasons change	• Finds out things using secondary sources of information • Explores the information they have collected, e.g. compares their results with a peer • Answers questions about the results they have gathered • Creates a chart to record result • Locates places and oceans using a simple atlas, map or globe • Describes the location of features and routes on a map using the terms "North", "South", "East" and "West" • Creates a recognisable map with symbols in a key of a familiar place • Recognises familiar landmarks on aerial photographs and plan perspectives • Classifies familiar features in their locality as human or physical • Describes similarities and differences they have found when comparing different places • Suggests some obvious effects of a human feature on the environment during field work around their setting, e.g. tarmac preventing vegetation growth
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Oakwood Learning Stage 4	• Recognises that longitude refers to the imaginary vertical lines and latitude refers to the imaginary horizontal lines around the Earth • Labels some of the different geographic regions on a map of the UK • Names some European countries which share borders with Russia using maps • Names the county they live in and the names of counties which surround theirs • Locates North and South America and Russia, and their major cities on different maps • Recognises that the Equator is an imaginary horizontal line dividing the Earth into two hemispheres • Finds countries in Europe using a range of maps, together with the name of their capitals • Identifies the positions of the Arctic and Antarctic Circles	• Simply describes the differences and similarities in lives of people in a region of the UK, a region in a European country and a region within North or South America • Simply describes the importance of some physical geographic features in a region of the UK, a region in a European country and a region within North or South America, e.g. rivers and vegetation belts • Identifies and simply describes some human geographic features in a region of the UK, a region in a European country and a region within North or South America, e.g. economic activity and trade links • Identifies and simply describes some physical geographic features, in a region of the UK, a region in a European country and a region within North or South America, e.g. climate zones, biomes	• Describe and understand key aspects of mountains • Describe and understand key aspects of land use • Gains information about physical and human geography using range of sources • Identifies and describes what can affect (positively and negatively) different aspects of physical geography • Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K. • Identifies key features of physical geography, using appropriate vocabulary • Identifies key features of human geography, using appropriate vocabulary • Classifies key areas of human geography by their main characteristics • Classifies key areas of physical geography by their main characteristics • Explains the different stages of the water cycle • Identifies different forms of precipitation • Explains difference between the terms weather and climate • Names months that fall within different seasons	• Describes a location using the eight points of a compass with support • Plots specified points on a 2D grid • Gives position coordinates on a 2D grid • Names places on an Ordinance Survey • Records their findings using tables or charts • Draws simple conclusions using observations • Finds information in a range of maps, atlases or digital mapping, e.g. to describe physical or human geographic characteristics • Backs up their results or observations with evidence, e.g. photographs • Suggests which type of computer applications or programs would be relevant to use to answer a geographical question • Relates observations of an area to features of human and physical geographical elements • Reads some standard symbols on a simple map and knows why a key is necessary
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Oakwood Learning Stage 5	• Suggests why countries on the Equator experience an almost constant length of day (sunrise to sunset) • Describes how and why some geographical features have changed over time • Gives the longitude and latitude of countries or regions studied and locates countries or regions using longitude and latitude co-ordinates • Finds the time differences around the world using a time zone map • Recognises where the Prime or Greenwich Meridian is located on a globe and can find countries located on the Prime or Greenwich Meridian • Names different topographical features found in the UK and relates these to an area of the UK studied, e.g. hills, coasts • Locates European countries on a map, names their major cities, and classifies countries that have coasts, are islands or are landlocked • Locates countries and cities using maps of varying scales and types • Identifies the position of the Tropics of Cancer and Capricorn on a map, and can name countries which are located along them	• Relates how key physical and human characteristics define the differences and similarities between the everyday lives of people in a region of the UK, a region in a European country and a region within North or South America • Identifies and describes differences between a region of the UK, a region in a European country and a region within North or South America • Identifies and describes similarities between a region of the UK, a region in a European country and a region within North or South America • Identifies and understands key features of physical geography in a region of the UK, a region in a European country and a region within North or South America • Identifies and understands key features of human geography in a region of the UK, a region in a European country and a region within North or South America	• Describe and understand key aspects of volcanoes and earthquakes • Describe and understand key aspects of economic activity including trade links, • Gives examples of significant human and physical features that can be found in regions that lay in different areas of the world, e.g. Arctic, Northern Hemisphere, Tropics of Cancer • Reads and understands a range of maps, tables and charts showing specific information relating to physical and human geography • Describes what effects a regions physical position in the world has on its physical and human geography • Uses feature specific vocabulary when describing features of physical and human geography, e.g. tectonic, ravine, tundra • Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes • Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism • Explains how the water cycle functions using the geography of a region studied	• Suggests the type of map to use when looking for specific information about a country's or region's key physical or human characteristics • Presents information gathered during fieldwork using different methods • Suggests which type of observations or measurements are needed to answer geographical questions during fieldwork • Presents information gathered during fieldwork in a range of ways showing how physical and human features of an area studied interact with each other • Draws simple maps using a range of scales • Identifies which source to use in locating an area or region when focusing on a specific geographical feature, e.g. topographical map, aerial photographs on digital media • Gives a six-figure grid reference to show where a place can be found, e.g. OS map to give references to various points in their locality • Reads and uses the eight points of a compass when describing the relative location of a place • Identifies slopes, hill tops and valleys from contours

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Oakwood Learning Stage 6	• Describes and compares a range of environmental regions • Demonstrates a basic knowledge of the world's countries using a variety of maps • Locates countries in Africa, Asia, Middle East and Russia using maps of the world • Relates the significance and position of a range of location markers to geographical regions, e.g. Equator, longitude, latitude • Relates the significance of position in relation to the Sun of the Equator, e.g. equal length of day and night throughout the year	• Identifies some globally significant features of physical and human geography in a region within Africa and a region within Asia • Identifies some links between human and physical geography between a region within Africa and a region within Asia • Identifies some differences and similarities in human geography between a region within Africa and a region within Asia	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts • Describe and understand key aspects of human geography, including: land use, economic activity and the distribution of natural resources • Identifies distribution and patterns of human and physical features on a variety of maps • Identifies and describes simply key processes of a range of human features of geography, e.g. use of natural resources, population and urbanisation • Identifies and describes simply key processes of a range of physical features of geography, e.g. hydrology and coasts, rocks and erosion • Describes simply how human activity and physical processes influence and change landscapes, environments and the climate, e.g. seasonal changes on animal activity such as migration	• Constructs and draws graphs to present data • Designs data collection sheets for a geographical enquiry • Lists data collection methods • Uses latitude and longitude • Accurately measures straight line distances at more than one scale • Recognizes relief on a map • Draws and annotates a sketch map • Draws and annotates field sketches • Uses the correct geographical vocabulary when describing places/process during fieldwork • Presents information in a variety of ways, e.g. graphs with explanatory text • Makes generalizations from data gathered during fieldwork • Explains geographical patterns found during fieldwork
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Oakwood Learning Stage 7 - 9	• Extends their locational knowledge and deepens their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	• Understands geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia	• Understands, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • Understands, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources • Understands how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	• Builds on their knowledge of globes, maps and atlases and applies and develops this knowledge routinely in the classroom and in the field • Interprets Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • Uses Geographical Information Systems (GIS) to view, analyse and interpret places and data • Uses fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information