



Geography

Disciplinary Concepts Progression Map

How pupils increasingly think, reason and reach conclusions as geographers from Reception to Year 6

Pogression focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map interpretation <i>Includes: map interpretation; GIS; relative location</i>		Identify familiar features on simple maps and aerial photographs. Use labels, symbols and simple positional language to say where a feature is.	Use map keys, symbols, boundaries and the four compass directions to locate and describe places. Use more than one map or photograph to check a location or feature.	Compare maps and aerial photographs and use OS symbols and the eight-point compass to follow routes and locate features. Use two maps to identify a relationship between features.	Use atlases, OS maps, scale bars and four-figure grid references to locate features accurately. Interpret mapped information to describe a distribution or relationship.	Use relief, climate, land-use and other thematic maps to compare places and identify patterns. Use latitude, longitude, contour information and map scale where appropriate to describe location precisely.	Combine political, physical and thematic maps to investigate one geographical question. Use latitude, longitude, scale and mapped evidence to support an explanation rather than merely locating features.
Spatial patterns and relationships <i>Includes: spatial patterns; spatial relationships; vertical patterns; spatial connections</i>		Describe where familiar features are in relation to one another. Notice a simple arrangement or concentration on a map, aerial photograph or in the school grounds.	Identify broad patterns, including changing temperature from the Equator towards the poles and the arrangement of land and water around the UK. Use compass directions to describe the position of one place or feature relative to another.	Identify clusters, lines and routes on maps. Relate one distribution to another, such as volcanoes to plate boundaries or settlements to transport routes.	Identify global, downstream and supply-chain patterns. Use mapped evidence to explain a relationship between location, environment and human activity.	Analyse horizontal and vertical patterns in climate, relief, vegetation, land use or activity. Explain a mapped pattern and identify an example that does not fit it completely.	Compare several mapped distributions, including population, climate, resources and infrastructure. Explain patterns and exceptions using more than one geographical factor.
Scale <i>Includes: scale; scale and comparison; scale and interdependence</i>		Move between representations of the classroom, school, town, country and world. Know that a map shows a reduced and selected view of a place.	Place a landmark or settlement within its country, continent and the wider world. Know that one photograph, observation or sample shows only part of a place.	Connect a global process with a regional example or local place. Explain why evidence from one route or place cannot automatically represent a larger area.	Trace a connection from an individual or local place to a regional or global system. Distinguish local benefits and effects from wider consequences.	Explain how a process, pattern or decision operates at more than one scale. Use local evidence appropriately without treating it as proof of a regional or global pattern.	Combine evidence from local, national, continental and global scales. Explain how the importance of a factor or consequence changes according to the scale considered.
Classification and comparison <i>Includes: classification; comparison; place</i>		Sort familiar features into agreed groups, including human and physical features. State a similarity and a difference between two places using the same feature or category.	Distinguish continents, countries, oceans, settlements and physical and human features. Compare two places using several matched characteristics rather than one photograph or feature.	Classify volcanoes, settlement types, settlement patterns and land uses using stated characteristics. Compare places using consistent categories and explain one meaningful similarity or difference.	Classify rainforest layers, river courses and uses, food sources and types of evidence using geographical characteristics. Compare places or systems and explain the basis for the grouping or comparison.	Classify biomes, land uses, benefits and threats using more than one criterion. Compare places through climate, relief, land use and human activity, recognising that categories may overlap.	Distinguish closely related ideas, including event, hazard and disaster; energy source and electricity; population distribution and density. Use clear criteria and contrasting examples to test a broad comparison and recognise exceptions.
Cause, consequence and change <i>Includes: cause and consequence; causal reasoning; physical processes; process and change; change</i>		Give a direct reason linking a feature or condition to what people do. Sequence a simple relationship, such as a river creating a need for a bridge or ferry.	Link a physical or human cause to a clear effect. Distinguish short-term change, such as daily weather, from gradual change, such as coastal erosion.	Sequence the stages of a physical or human process and connect them to more than one consequence. Use dated evidence to describe change and continuity in a place.	Explain linked processes within rainforest, food, water and river systems. Trace a chain of causes and social, economic or environmental consequences over different timescales.	Explain how two or more factors or processes interact to shape a landscape or livelihood. Identify intended and unintended consequences and distinguish shorter-term effects from longer-term change.	Construct a multi-causal explanation that connects physical processes with exposure, vulnerability, infrastructure and decisions. Weigh the importance of factors and explain why similar events or climates can produce different outcomes.



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Interdependence <i>Includes: interdependence; sequence and connection; spatial connections</i>		Identify a simple link between people, features and activities in a place. Explain one way people use or respond to a river, transport route or school space.	Explain a two-way link between people and an environment, habitat or settlement. Recognise that people depend on places and also change them.	Explain how physical features, work, services, transport and settlement are connected. Show how different people or places contribute to a functioning system.	Trace connections between communities, resources, producers, consumers and environments. Explain how a decision in one place can affect people or environments elsewhere.	Explain interdependence within tourism, ocean, desert and resource systems. Identify who benefits, who depends on the system and who may experience a cost.	Analyse connected hazard-risk, energy, settlement and economic systems. Explain how physical conditions interact with technology, infrastructure, markets and decisions to create unequal effects.
Evidence and data interpretation <i>Includes: evidence interpretation; data interpretation; evidence selection, reliability and evaluation</i>		Use visual clues, simple maps, aerial photographs, observations and survey results to answer a question. Select one relevant piece of evidence and say what it shows.	Use maps, photographs, simple climate information and tally data together. Recognise that one photograph, sample or observation cannot show everything about a place.	Compare evidence from maps, aerial images, diagrams, case studies and simple data. Distinguish what was directly observed from what has been inferred.	Interpret qualitative and quantitative evidence, including maps, graphs, source information and fieldwork findings. Explain how sample size, source, timing or method may limit a conclusion.	Use several types of evidence to test a geographical claim. Identify variation, an anomaly or a limitation and explain how it affects confidence in the conclusion.	Select and cross-check relevant evidence from maps, graphs, case studies and fieldwork. Evaluate reliability and explain when the evidence does not support one definite conclusion.
Geographical reasoning and synthesis <i>Includes: geographical reasoning; synthesis; geographical argument; geographical modelling</i>		Give a geographical reason based on a feature, observation or simple data rather than preference alone. With prompting, link two relevant facts to answer a question.	Use mapped, observed or secondary evidence to explain a simple pattern or comparison. Reach a conclusion that matches the evidence available.	Build an explanation that connects physical features, human activity and place. Use a named example and evidence from more than one lesson to answer an enquiry.	Connect location, process, human activity and consequence in one coherent explanation. Combine evidence from different sources and state where the evidence is limited.	Bring together locational, physical, human and environmental evidence. Identify the most significant relationship and qualify a claim when it does not apply everywhere.	Construct a sustained geographical argument that considers more than one possible explanation. Select and weigh evidence to explain how strongly, why or under what conditions a conclusion applies.
Judgement and decision-making <i>Includes: judgement; decision-making; evaluation</i>		Choose between simple options and give one evidence-based reason. Recognise that another person may make a different sensible choice.	Use given criteria to consider simple advantages and disadvantages. Make a supported preference, care proposal or conclusion.	Prioritise a response or explanation using available evidence. Balance benefits and risks and explain why people may choose differently.	Use environmental, social and economic considerations to make a recommendation. Consider benefits, costs and limitations rather than relying on one piece of evidence.	Make a qualified recommendation about land use or environmental action. Explain likely effects on different groups and identify a trade-off.	Evaluate the relative importance of factors and competing viewpoints. Reach a defensible conclusion that acknowledges trade-offs, uncertainty and limitations.