

Geography

Progression of Skills and Knowledge

| EYFS Learning Goals | |
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| | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons |

| <u>Locational Knowledge</u> | |
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| Year 1 | <ul style="list-style-type: none"> • Name and locate key features within the local area, e.g. school, playing field, house, church etc. • Name and locate the 4 countries and capital cities of the United Kingdom • Name and locate 7 continents and 5 oceans |
| Year 2 Year 3 | <ul style="list-style-type: none"> • Name and identify a non-European country using an atlas • Name and locate the equator • Name and locate the North and South Pole • Name and locate the seas surrounding the United Kingdom when learning about weather patterns • Identify where some countries are within the UK and their topographical features • Name and locate the cities of the UK • Name and locate, using an atlas, regions and countries studied |
| Year 4 Year 5 Year 6 | <ul style="list-style-type: none"> • Recognise the different shapes of the continents. • Demonstrate knowledge of the features around them and beyond the UK. • Identify where countries are located within Europe including Russia. • Recognise people have a differing quality of life living in different locations and environments • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of • Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Recognise the different shapes of countries. • Identify the physical characteristics and key topographical features of the countries within North America. • Know about the wider context of places e.g. county, region and country • Know and describe where a variety of places are in relation to physical and human features • Know location of: capital cities of countries of British Isles and UK, seas around the UK, European Union |

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| | <ul style="list-style-type: none"> • Countries with high populations and large areas and the largest cities in each continent. • Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed overtime. |
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| <u>Place Knowledge</u> | |
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| Year 1 | <ul style="list-style-type: none"> • Name, describe and compare familiar places. • Link their homes with other places in the local community. • Know about some present changes that are happening in the local environment. • Suggest ideas for improving the school environment. |
| Year 2 Year 3 | <ul style="list-style-type: none"> • Understanding geographical similarities and difference through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. • Know there are similarities and differences between places and begin to describe these using geographical language. • Develop an awareness of how places relate to each other. • Know the difference between "human" and "physical" geography. |
| Year 4 Year 5 Year 6 | <ul style="list-style-type: none"> • Know about the wider context of places and know the difference between country and continent. • Understand why there are similarities and differences between places. • Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences. • Understand geographical similarities and differences through the study of human and physical geography of a variety of globally significant places. |

| <u>Human and Physical Geography</u> | |
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| Year 1 | <ul style="list-style-type: none"> • Describe the weather in the UK at different times of the year. • Know the names of the four seasons. • Understand that the weather around the world is different to that of other countries. |
| Year 2 Year 3 | <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops |

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| | <ul style="list-style-type: none"> • Identify physical and human features of their locality. • Explain about weather conditions/patterns around the UK and other parts of Europe and the world. • Describe human features of UK cities and countries. |
| Year 4 Year 5 Year 6 | <ul style="list-style-type: none"> • Understand the effect of landscape features on the development of localities e.g. volcanoes and earthquakes. • Describe how people have been affected by changes in the environment. • Explain about key natural resources. • Explore weather patterns around parts of the world studied in each topic. <ul style="list-style-type: none"> • Understand about weather patterns around the world and relate these to climate zones. • Know how rivers erode, transport and deposit materials. • Know about the physical features of coasts and begin to understand about erosion and deposition. • Understand how humans affect the environment over time. • Know about changes to world environments over time. • Understand why people seek to manage and sustain their environment. <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetarian belts, rivers, mountains, volcanoes and earthquakes and the water cycle • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |

| <u>Geographical Skills, Including Fieldwork</u> | |
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| Year 1 | <ul style="list-style-type: none"> • Ask simple geographical questions e.g. What is it like to live in this place? • Use simple observational skills to study the geography of the school and its grounds Use simple maps of the local area. • Use simple locational and directional language to describe the location of features and routes. • Begin to use North, South, East and West. • Make simple maps and plans e.g. pictorial place in a story • Use world maps, atlases and globes to identify the UK and its countries, as well as the oceans, continents and seas of the world. |

Year 2
Year 3

- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork instruments and observational skills to study the geography of their local environment and the key human and physical features of its surrounding environment.

- Ask and respond to geographical questions.
- Analyse evidence and draw conclusions.
- Communicate findings in ways appropriate to the task or for the audience.
- Understand and use a widening range of geographical terms specific to the topics studied.
- Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory and office.
- Use simple fieldwork instruments (camera, rain gauge) and make plans and maps using symbols and simple keys.
- Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features
- Use four figure grid references

Year 4
Year 5
Year 6

- Understand and use a widening range of geographical terms specific to the topics studied.
- Measure straight line distances using the appropriate scale.
- Use 8 points of the compass.
- Explore features on OS maps using 6 figure grid references.
- Draw accurate maps with more complex keys.
- Plan the steps and strategies for a geographical enquiry; recognise that different people hold different views about an issue and begin to understand the reasons why.

- Locate and analyse features on OS maps using 6 figure grid references.
- Understand and use a widening range of geographical terms in relation to the topics studied.
- Begin to develop their own opinions about geographical issues and explain the reasons why.
- Use fieldwork instruments.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Understand and use a widening range of geographical terms specific to the topics studied.
- Use maps, charts and other relevant data to support decision making about the location of places e.g. new bypass.