

## Geography – Progression of Knowledge, Skills and Understanding

EYFS	KS1 Year 1 & 2	LKS2 Year 3 & 4	UKS2 Year 5 & 6
<b>Locational Knowledge and Place Knowledge</b>			
<p>I notice things in the place where I am and react to them by commenting.</p> <p>I can ask questions.</p> <p>I can respond to questions, like what and where?</p>	<p>I can name &amp; locate world's 7 continents and 5 oceans.</p> <p>I can name, locate &amp; identify characteristics of the 4 countries &amp; capital cities of the UK &amp; surrounding seas.</p> <p>I understand geog. similarities and differences through studying the human &amp; physical geography of a small area of the UK &amp; contrasting non-European country.</p>	<p>I can locate the world's countries, using maps to focus on Europe (including Russia) and North and South America: environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can name and locate geographical regions of the UK &amp; their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.</p> <p>I understand how some aspects have changed over time.</p> <p>I can understand geographical similarities and differences of human &amp; physical geography of a region of the UK and in a European country.</p> <p>I can identify the position/ significance of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night).</p>	<p>I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can name/ locate cities &amp; counties of the UK.</p> <p>I know more about the geographical regions of the UK &amp; their identifying physical and human characteristics, including <i>more</i> cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts</p> <p>I can explain how aspects have changed over time.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in LKS2).</p>
<b>Fieldwork</b>			
<p>I can use some of my senses to observe places.</p> <p>I can identify simple types of buildings &amp; places around me and know their own special features.</p>	<p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>I can complete a chart to express opinions during fieldwork.</p> <p>I use first-hand observation to investigate places-the school grounds, the streets around and the local area.</p> <p>I can recognise and record different types of land use, buildings and environments.</p>	<p>I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs.</p> <p>I can conduct surveys.</p> <p>I can carry out a simple questionnaire.</p> <p>I can use simple equipment to measure and record.</p> <p>I can investigate the local area, looking at types of shops, services and houses.</p> <p>I apply mathematical skills in data handling to geography fieldwork.</p>	<p>I use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs &amp; digital technologies.</p> <p>I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.</p> <p>I can carry out a focused in-depth study, looking at issues/changes in the area.</p> <p>I can imagine how &amp; why area may change in future.</p>

Use of basic geographical vocabulary			
<p>I know &amp; can use simple geographical vocabulary e.g. near/far, up/down, wet/dry.</p> <p>I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.</p>	<p>I use and understand basic geographical specific vocabulary relating to human and physical geography.</p> <p>I can use specific key vocabulary to describe physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather), key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address).</p> <p>I can use mathematical vocabulary to describe position and location.</p>	<p>I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical to describe places or geographical features in different ways.</p> <p>I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.</p>	<p>I introduce precise geographical words when describing geographical places features &amp; processes such as erosion, deposition, mouth, source, tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region, raw material, energy, fuel, power natural resource, labour.</p> <p>I confidently use and apply the vocabulary from other subjects such as maths, English and science when describing geographical features or processes.</p> <p>I can provide greater detail of geographical regions of the UK &amp; their identifying physical and human characteristics using specific geographical vocabulary.</p>
Using globes, maps & plans.			
<p>I can play games with globes &amp; maps.</p> <p>I can draw my own simple picture maps, plans with labels of places I know, or imaginary places/ stories.</p> <p>I may use my own symbols.</p>	<p>I use world maps, atlases and globes to identify UK &amp; its countries.</p> <p>I can identify the countries, continents and oceans studied.</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can use a globe &amp; maps &amp; some OS symbols on maps to name geographical regions identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns.</p> <p>I can use atlases to find places using index/ contents.</p> <p>I can understand need for a key.</p> <p>I understand the purpose of maps.</p> <p>I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p> <p>I can show the position and significance of latitude, longitude, Equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle, and time zones (including day &amp; night) using a globe.</p>	<p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>I can use a globe &amp; maps &amp; some OS symbols on maps to name and locate UK counties &amp; cities</p> <p>I can locate the world's countries, using maps to focus on North &amp; South America.</p> <p>I realise purpose, scale, symbols and style are related.</p> <p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries &amp; describe features studied.</p> <p>I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps.</p>

Map Skills			
<p>I can follow directions – up, down, left and right.</p> <p>I may be able to identify local features on aerial photograph.</p> <p>I can draw round objects 1:1 to get plan view.</p>	<p>I can follow a route on prepared maps (left/right) &amp; find information.</p> <p>I can use simple compass directions (NSEW).</p> <p>I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>I can make a simple map (e.g. from a story).</p> <p>I can use &amp; construct basic symbols in a key.</p>	<p>I can use the 8 points of a compass.</p> <p>I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>I can map evidence from fieldwork e.g. sketch annotated views.</p> <p>I can use plans.</p> <p>I can use aerial photos and satellite images.</p> <p>I can begin to use smaller scale aerial views.</p> <p>I can use oblique aerial views.</p>	<p>I can use Ordnance Survey maps at different scales.</p> <p>I can, draw a detailed sketch map using symbols and a key.</p> <p>I know directions in neighbourhood.</p> <p>I can align a map with route.</p> <p>I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>I can understand and use 6 figure grid references to interpret OS maps.</p>
Human and Physical Geography: Enquiry Skills and Communication			
<p>I can use secondary sources – pictures, photos, stories, films to find out about a place.</p> <p>I can tell you what a place is like in simple terms.</p>	<p>I can use observational skills and ask and respond to questions.</p> <p>I can identify seasonal/ daily UK weather patterns</p> <p>I can study the key human and physical features of the surrounding environment of my school.</p> <p>I begin to explain how/why.</p> <p>I can find information from aerial photographs.</p> <p>I use and apply maths to help me to show learning.</p>	<p>I can describe &amp; understand key aspects of physical geography, including rivers and mountains.</p> <p>I can explain volcanoes/ earthquakes in simple terms.</p> <p>I can describe the water cycle using a diagram.</p> <p>I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p> <p>I can identify differences between places.</p> <p>I can communicate geographical information in a variety of ways, including through maps and writing at length.</p> <p>I apply mathematical skills when using geographical data etc.</p>	<p>I can describe processes that give rise to key physical &amp; human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.</p> <p>I can understand key aspects of: physical geography, e.g. climate zones, biomes and vegetation belts.</p> <p>I can describe in detail types of settlement, land use, economic activity including trade links.</p> <p>I can describe the distribution of natural resources including energy, food, minerals &amp; water in the continents &amp; countries I have studied.</p> <p>I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>I know location of places of global significance, their defining physical &amp; human characteristics and how they relate to one another</p> <p>I regularly use/ apply maths skills in my work.</p>

<u>Nursery</u>	<u>Year 1 Units, Visitors/ Visits and Fieldwork</u> Our Local Area People and Communities Animals and their habitats	<u>Year 3 Units, Visitors/ Visits and Fieldwork</u> Europe-The Alpine Region Climate and Weather Earthquakes and Volcanoes	<u>Year 5 Units, Visitors/ Visits and Fieldwork</u> Changes in our local environment Journeys- Trade South America- The Amazon
<u>Reception</u>	<u>Year 2 Units, Visitors/ Visits and Fieldwork</u> Our Wonderful World Seasons Journeys- Food	<u>Year 4 Units, Visitors/ Visits and Fieldwork</u> Our World The Americas Rivers and the Water Cycle	<u>Year 6 Units, Visitors/ Visits and Fieldwork</u> Protecting the environment Geography In the News Coasts- Residential Fieldwork in Seahouses, Northumberland