

Geography Progression of Skills and Knowledge

	EYFS	National Curriculum	Year 1/2	National Curriculum	Year 3/4	Year 5/6
Locational Knowledge		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Know the names of the four countries that make up the UK. Name the three main seas that surround the UK. Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Identify basic characteristics of the four countries. Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world.</p>	<p>Locate the world's countries using maps (focus on Europe – Russia and North and South America). Concentrate on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns.</p> <p>Understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Know the names of and locate some European countries (covering Northern and Southern Hemisphere). Understand and relate the terms continent, country, state and city. Know the names of and locate some capital cities in Europe. Identify states in the USA using a map. Describe where the UK is and locate where we live in the UK using locational terminology (north, south, east, west). Know the names of and locate nearby counties and cities. Know, name and locate the main mountain ranges in the UK. Know, name and locate the main rivers in the UK. Describe some human and physical characteristics of the UK. Know where the equator is on a world map and use the</p>	<p>Locate cities, countries and regions of North and South America. Describe key physical and human characteristics, and environmental regions of North and South America. Compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. Locate and describe several physical environments in the UK (e.g. coastal and mountain environments) and how they change over time. Locate the UK's major urban areas and know some of their characteristics. Recognise broad land-use patterns of the UK. Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and</p>

					<p>terms Northern and Southern Hemisphere. Know where the Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'.</p>	<p>relate this to their time zone, climate, seasons and vegetation.</p>
<p>Place Knowledge</p>	<p>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Look closely at similarities, differences, patterns and change. Know about similarities and differences in relation to places, objects, materials and living things. Talk about features of their own immediate environment and how environments might vary from one another. Develop an understanding of growth, decay and changes over time.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p>	<p>Describe the local area in terms of its physical and human geography. Know the main differences between a place in England (local area) and a place in a non-European country. Know features of hot and cold places in the world.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Understand the physical and human geography of the UK and explain why some regions are different to others. Describe and compare similarities and differences between a region in the UK and a region in a European country. Describe and compare similarities and differences between a region in the UK and a region in North America.</p>	<p>Describe and compare similarities and differences between the UK and a country in either North or South America. (E.g. physical environment, climate and economic activity). Understand how a region has changed over time and how it is different from another region. Understand how a region's human and physical environment are connected.</p>

<p>Human and Physical Geography</p>	<p>Talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: *beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to: *city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Discuss day-to-day weather patterns. Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know which continents have significant hot or cold areas and relate these to the Poles and Equator. Recognise a natural environment and describe it using key vocabulary. Identify the following physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, island, valley, Know the main differences between a city, town and village. Explain some of the advantages and disadvantages of living in a city or village.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>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.</p>	<p>Identify and locate physical features on maps. Use simple geographical vocabulary to describe significant physical features and how they change. Understand how physical processes can cause hazards to people (e.g. know about earthquakes and what causes them). Label the different parts of a volcano. Know and label the main features of a river. Explain the features of the water cycle. Know and locate tropical, temperate and polar climate zones and describe their characteristics. Identify and sequence a range of settlement sizes from a village to a city. Describe characteristics of settlements with different functions – e.g. coastal towns. Describe main land uses within urban areas and identify key characteristics of rural areas.</p>	<p>Describe what the climate of a region is like and how plants and animals are adapted to it. Describe and understand a range of key physical processes and the resulting landscape features. Understand how a mountain region was formed. Understand hazards from physical environments (e.g. avalanches in mountain regions). Know the features of a specific biome. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand how climate and vegetation are connected in biomes. Understand how food production is influenced by climate. Understand what life is like in a range of settlement sizes. Understand the</p>
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						<p>products we use are imported as well as locally produced. (Know why industrial areas and ports are important.)</p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from.</p>
Geographical Skills and Fieldwork		<p>Use world maps, atlases and globes.</p> <p>Use aerial photos and construct simple maps.</p> <p>Use simple compass directions.</p>	<p>Locate the UK on a map/atlas.</p> <p>Locate the seven continents and five oceans on a map, atlas or globe.</p> <p>Locate the four countries and capital cities of the UK on a map/atlas.</p> <p>Draw a simple map.</p> <p>Use aerial photos to identify physical and human features of the local area.</p> <p>Draw a simple map with a basic key of places showing landmarks.</p> <p>Know which is N, E, S and W on a compass.</p> <p>Know and use the</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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 United Kingdom and the wider world.</p>	<p>Use a map or atlas to locate European countries and capitals.</p> <p>Use maps and globes to locate the equator, the tropics of Cancer and Capricorn and the Greenwich Meridian.</p> <p>Use a map to locate some states of the USA.</p> <p>Know and name the eight points of a compass.</p> <p>Use a simple letter and number grid.</p> <p>Use four-figure grid references.</p> <p>Give direction instructions up to eight compass points.</p> <p>Use large-scale maps outside. (E.g. follow a local river downstream on an OS map. Identify human</p>	<p>Use maps and globes to locate countries and capitals in North and South America.</p> <p>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc.</p> <p>Use thematic maps for specific purposes. (E.g. look at population density or climate zones)</p> <p>Use four-figure grid references.</p> <p>Describe height and slope from a map.</p> <p>Read and compare map scales.</p> <p>Know what most of</p>

		<p>Undertake simple fieldwork within school locality.</p>	<p>terminologies: left and right, below and next to. Describe a journey on a map of the local area using locational and directional language. Know about the local area and name key landmarks. (In local area or school grounds.)</p>	<p>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.</p>	<p>and physical features along the river's course and record these with grid references.) Make a simple sketch map. Make a map of a short route with features in the correct order and in the correct places. Make a simple scale plan of a room. Carry out fieldwork in the local area. Present information gathered in fieldwork. (E.g. using a simple graph.) Use digital maps to identify familiar places. Use the zoom function of a digital map to locate places.</p>	<p>the ordnance survey symbols stand for. Know how to use six-figure grid references. Make sketch maps of an area using symbols, a key and a scale. Plan and carry out a fieldwork investigation in the local area. Present information gathered in fieldwork. (E.g. using a range of graphs.) Use digital maps to investigate features of an area. Use digital maps to research factual information about features.</p>
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Geographical Enquiry

	EYFS	Year 1/2	Year 3/4	Year 5/6
	<p>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>Talk about why things happen and how things work.</p>	<p>Ask and respond to simple closed questions.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are, e.g. within school or local area.</p> <p>Ask simple geographical questions such as: where is this place? What is it like to live in this place?</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between places.</p>	<p>Begin to ask/initiate geographical questions. (E.g. Where is this location? What do you think about it? What is this landscape like? What will it be like in the future?)</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions (e.g. make comparisons between two locations using photos/pictures/maps).</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Comment on findings.</p>	<p>Begin to suggest questions for investigating. (E.g. what is this landscape like? How has it changed? What made it change? How is it changing? What patterns can you see/how has the pattern changed?)</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Analyse evidence and draw conclusions (e.g. compare historical maps – influence on people/everyday life).</p> <p>Look at patterns and explain reasons behind them.</p>

Global Citizenship Awareness

	EYFS	Year 1/2	Year 3/4	Year 5/6
	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Show care and concern for living things and the environment.</p> <p>Show interest in different ways of life.</p>	<p>Develop an awareness of: the similarities and differences between people, the wider world and the links between different places and our impact on the environment.</p> <p>Develop the ability to: look at different viewpoints, have an enquiring mind and begin to identify unfairness and empathise with others.</p> <p>Develop: pride in individuality, an interest in and concern for</p>	<p>Develop an awareness of: fairness between groups, causes and effects of inequality, the contribution of different cultures, values and beliefs to our lives, trade between countries, fair trade, the relationship between people and the environment, finite resources and our potential to change things.</p> <p>Develop the ability to: assess different viewpoints, find and</p>	<p>Develop an awareness of: fairness between groups, causes and effects of inequality, the contribution of different cultures, values and beliefs to our lives, the nature of prejudice and ways to combat it, trade between countries, fair trade, the relationship between people and the environment, finite resources, our potential to change things, the causes and</p>

		<p>others, a concern for the wider environment, an awareness that our actions have consequences and a willingness to cooperate and participate.</p>	<p>select evidence, present a reasoned case, recognise and start to challenge unfairness, make choices recognising their consequences, accept and act on group decisions and compromise.</p> <p>Develop: a sense of importance of individual worth, empathy towards others locally and globally, a growing interest in world events, a growing respect for difference and diversity, a sense of responsibility for the environment and the use of resources and a belief that things can be better and that individuals can make a difference.</p>	<p>impacts of conflict and strategies for tackling and preventing conflict.</p> <p>Develop the ability to: detect bias, opinion and stereotypes, assess different viewpoints, find and select evidence, present a reasoned case, recognise and start to challenge unfairness, make choices recognising their consequences, accept and act on group decisions and compromise.</p> <p>Develop: a sense of importance of individual worth, empathy towards others locally and globally, a growing interest in world events, a growing respect for difference and diversity, a sense of responsibility for the environment and the use of resources and a belief that things can be better and that individuals can make a difference.</p>
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