

## Geography – Progression and Skills Overview

<b>EYFS &amp; KS1</b>  including direct reference to national curriculum aims	<b>Location Knowledge</b>  Have knowledge of: the world, the United Kingdom and their locality.	<b>Geographical Skills and Fieldwork</b>  Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.			<b>Place Knowledge</b>  Understand: geographical similarities and differences through the study of human and physical geography	<b>Human and Physical Geography</b>  Understand: basic subject-specific vocabulary relating to human and physical geography
		<b>Collect, analyse and communicate</b> with a range of data gathered through experiences of fieldwork	<b>Interpret a range of sources</b> of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information systems	<b>Communicate geographical information</b> in a variety of ways, including maps, numerical and quantitative skills and writing at length		
<b>R</b>	Talk about the features of their own environment. E.g. say what they observe first-hand.  Name the road, village, town or city where they live.	Make observations of animals and plants and explain why some things occur. E.g. life / seasonal changes-cycles.  Talk and begin to draw or write about changes. E.g. notice seasonal changes / decay / new growth.  Make simple maps of imaginary communities e.g. using Duplo or other small world toys.			Recognise that there are similarities and differences in relation to places and objects. E.g. comparing farm or woodland to villages or towns	Talk about the features of their own immediate environment and how environments might vary from one another. E.g. man-made features such as roads and naturally occurring features such as streams / rivers
<b>1</b>	Name, locate and identify simple characteristics of the four countries of the United Kingdom e.g. The United Kingdom	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Begin to devise simple maps e.g The Local Area	Use world maps, atlases and globes to identify the United Kingdom and its countries e.g. The United Kingdom	Begin to use simple locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map e.g The Local Area	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 E.g. through reading Snail and the Whale/ Meerkat Mail- The Kalahari Desert in Africa	Identify seasonal and daily weather patterns in the United Kingdom (e.g. Weather and Seasons) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles e.g. The Snail and the Whale/ Meerkat Mail- The Kalahari Desert in Africa.  Use basic geographical vocabulary to refer to: Key physical features- stream, season and weather. Key human features- village, shop e.g The Local Area

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		<p><b>Collect, analyse and communicate</b> with a range of data gathered through experiences of fieldwork</p>	<p><b>Interpret a range of sources</b> of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information systems</p>	<p><b>Communicate geographical information</b> in a variety of ways, including maps, numerical and quantitative skills and writing at length</p>		
<p><b>2</b></p>	<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 E.g. The United Kingdom and Continents and Oceans</p>	<p>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 E.g. Compass directions and aerial maps.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage E.g. The United Kingdom and Continents and Oceans-Australia.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map E.g. Compass directions and aerial maps</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 E.g. The United Kingdom and Continents and Oceans</p>	<p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop E.g. Human and Physical Geography.</p>

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KS2  including direct reference to national curriculum aims	Location Knowledge  Have knowledge of: The UK and local area, the world and continents. Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.	Geographical Skills and Fieldwork			Place Knowledge  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes	Human and Physical Geography  understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
		Collect, analyse and communicate with a range of data gathered through experiences of fieldwork	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information systems	Communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length		
3	<p>Locate some of the world's countries, using maps to focus on Europe E.g. UK, Spain, Portugal, France, when learning about Spain. England, Ireland, Northern Ireland, Scotland, Wales, Germany, Denmark, when learning about the Anglo-Saxons.</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic &amp; Antarctic Circle Spain Topic United Kingdom</p>	<p>Begin to use fieldwork to observe human and physical features using a range of methods, including sketch maps/plans E.g. Sketching maps and plans ICBP / Forest Schools</p>	<p>Begin to use maps and globes to locate countries and describe features studied E.g. Spain and UK</p>	<p>Begin to use the eight points of a compass &amp; use simple symbols and keys to build their knowledge of the United Kingdom E.g. to describe the position of Spain in comparison to the UK / to locate the countries of the UK / to understand the settlement patterns of the Anglo-Saxons CC History / During Forest School</p>	<p>Begin to 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 E.g. Coastal England / Southern Spain. London / Madrid.</p>	<p>Begin to describe and understand key aspects of: Physical geography including: climate zones and vegetation belts [i.e. forest, grassland, tundra, desert and ice sheet]. E.g. comparing the UK, Southern Spain, Lapland in Finland, Grenada &amp; California's Death Valley. Human geography, including: types of settlement and land use, and the distribution of natural resources including food, minerals and water E.g CC History – When asking why invaders of the past wanted to come to the UK / During Forest Schools</p>

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		Collect, analyse and communicate with a range of data gathered through experiences of fieldwork	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information systems	Communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length		
4	<p>Name and locate a number of counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time. E.g. Changes in Hereford.</p> <p>To begin to locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries e.g. Rainforests topic</p>	Begin to use fieldwork to observe and measure the human and physical features using a range of methods, including sketch maps, plans and graphs E.g. Tudor topic	Begin to use 2 and 4 figure grid references, to build their knowledge of the United Kingdom and the wider world. E.g. Tudor and Rainforest topic	To build their knowledge of the United Kingdom and the wider world. E.g. Tudor and Rainforest topic	Understand geographical similarities and differences to a woodland in the UK, through the study of human and physical geography of a region South America E.g the Rainforest topic.	<p>Begin to describe and describe and understand key aspects of:</p> <p>Physical geography, including: biomes [e.g. the Rainforest]and vegetation belts [i.e. forest, grassland, tundra, desert and ice sheet], and the water cycle e.g rainforest and water topic.</p> <p>Human geography, including: types of land-use, economic activity including trade links, and the distribution of natural resources including energy and water e.g rainforest topic.</p>

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5	<p>Locate a number of the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Eg map work topic- use of atlases and focus on key and symbols)</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).eg. science – Earth and Space topic – work covered on day and night)</p> <p>Identify the position and significance of latitude, longitude.</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. Eg. map work unit and walk to Croft castle</p>	<p>Use maps, atlases, globes and digital/computer (google earth/strava) mapping to locate countries and describe features studied Eg. map work unit and walk to Croft castle</p>	<p>Confidently use 8 points of the compass. Use four and six-figure grid references, and begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Eg. map work unit and walk to Croft castle</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 E.g. Italy- compare and contrast Italy to England – independent research too. Also covered in study of Earthquakes and volcanoes work.</p>	<p>Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes Human geography, including: land use, and economic activity including trade links Eg. study of volcano in groups and produce a TV news report. Research an earthquake in Italy and link to newspaper report writing in English Sustainability workshop</p>

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		Collect, analyse and communicate with a range of data gathered through experiences of fieldwork	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information systems	Communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length		
6	<p>Locate the world's countries, using maps to focus on North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Eg. Belizes, Honduras, Mexico, El Salvador and Guatemala, New York, Washington, Los Angeles.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their key topographical features (hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time. Eg. Plynlimon Hills (source of R.Severn), Lake District,</p>			<p>Confidently use 6 figure grid references. Use appropriate symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. eg. to locate rivers, mountains and coastal areas on OS maps</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within North, South or central America compared to the UK. eg. Central America is compared to Britain at the same time as the Mayan Civilisation</p>	<p>Confidently describe and understand key aspects of: Physical geography, including: rivers, coasts and mountains eg. Rivers, Coasts and Mountains topic.</p>