

Progression of skills Geography - EYFS

<p>F1 Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>F2 Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>
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Progression of skills - Geography KS1 and KS2

Place and locational knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational knowledge Name countries and capital cities of the UK, the 7 continents and 5 oceans.</p> <p>Identify characteristics of the 4 countries of the UK.</p> <p>Place knowledge Identify and describe similarities and differences of their local physical and human environment using simple geographical language.</p>	<p>Locational knowledge Name and locate countries of the UK, their capital cities, the 7 continents and 5 oceans using simple maps / atlases / globes.</p> <p>Compare and contrast some characteristics of the 4 countries of the UK and describe how these places are similar and/or different.</p> <p>Place knowledge Identify and describe similarities and differences of the physical and human environment of an area within the UK and an area of a non-European country using simple geographical language. Some children may be able with support, to identify why some countries are similar or different due to their location within the world (e.g. proximity to lines of latitude).</p>	<p>Locational knowledge Identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents as specified in the National Curriculum.</p> <p>Identify, describe, compare & contrast some human and physical characteristics of places using geographical language whilst applying their developing geographical skills.</p> <p>Using maps, atlases & globes as appropriate, children can name and identify lines of longitude and latitude and can use simple locational language to describe their relative locations to each other on maps and globes.</p> <p>Place knowledge Describe how some regions are similar to and different from others using geographical language in a range of locations from around the world, as specified in the National Curriculum.</p>	<p>Locational knowledge Identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents as specified in the National Curriculum. Identify, describe, compare & contrast some human, physical & topographical characteristics of places using both locational and geographical language whilst applying their developing geographical skills.</p> <p>Use a range of sources including images and maps to show how places have changed over time. They can identify the changes which have taken place.</p> <p>Using maps, atlases & globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas & oceans, using lines of longitude and latitude.</p> <p>Place knowledge Describe and explain how some regions are similar to and different from others using geographical language in a range of locations from around the world as specified in the NC.</p>	<p>Locational knowledge Locate & describe, using appropriate maps and atlas skills, similarities and differences in a range of regions in countries/continents. Identify distinctive human, physical & topographical characteristics and can explain the reasons for similarities and differences identified.</p> <p>Children can use a range of sources including images and maps to show how places have changed over time. They can identify number of the changes which have taken place.</p> <p>Using maps, atlases & globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas & oceans, using lines of longitude and latitude.</p> <p>Place knowledge Describe and explain how some regions are similar to and different from others using geographical language in a range of locations from around the world.</p>	<p>Locational knowledge Locate, describe & explain, using their geographical skills, similarities and differences within and between regions in countries/continents specified in the National Curriculum. Explain why identified global regions have distinctive human, physical & topographical characteristics and features and can suggest reasons for how these regions have changed over time.</p> <p>Locate, describe & explain, using their geographical skills, similarities and differences within and between regions in the UK. Explain why identified regions in the UK have distinctive human, physical & topographical characteristics and features and can explain how these regions have changed over time.</p> <p>Using geographical resources, children can locate cities, regions, countries, seas & oceans, using lines of longitude and latitude and suggest reasons why these regions have distinctive characteristics due to their geographical location.</p> <p>Place knowledge</p>

					Children understand the importance of regions within the UK and beyond and can suggest why they are important as well as how some regions are connected to each other. Children will be aware of global events and their significance based on their widening knowledge and understanding of the world.
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Human and physical geography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical Geography Identify daily and seasonal weather patterns in the UK. Understand that the weather in different parts of the world may be different to that experienced in the UK. Describe these similarities and differences using simple geographical language.</p> <p>Recognise natural environments in their locality and begin to use appropriate geographical language to identify features observed.</p> <p>Recognise features of the human environment in their locality and begin to use appropriate geographical language to identify features observed.</p>	<p>Physical Geography Describe the daily and seasonal weather patterns from first hand observational experience in the UK. Describe the differences in weather in different parts of the world and can use locational and place knowledge to demonstrate their understanding (reference to hot and cold places near the Equator and Poles).</p> <p>Recognise different natural environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between natural environments (e.g. wood, river, mountain etc).</p> <p>Recognise different human environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between these human environments (e.g. village, town, city, harbour in a seaside resort etc).</p>	<p>Physical Geography Identify and locate polar, tropical and temperate <i>climatic zones</i> using maps, atlases & globes, in order to describe the characteristics of these different zones using appropriate geographical language.</p> <p>Identify where major <i>rivers</i> are located in the UK and around the world using maps, atlases and globes. Describe <i>mountainous and river environments</i> identifying similarities and differences between these. Name some of the processes associated with rivers, coasts and mountain environments. Using appropriate vocabulary, children can describe sequences within the <i>water cycle</i> linked to these environments.</p> <p>Identify where <i>earthquakes and volcanoes</i> occur around the world. They can describe using simple geographical language how earthquakes and volcanoes occur.</p> <p>Human Geography Identify and sequence a range of different types of <i>settlements</i> in order of size.</p> <p>Identify features of individual settlements using a range of geographical sources and skills.</p> <p>Identify different types of <i>economic activity</i> and name which types of economic activity take place in different regions.</p> <p>Understand that there are different sources of <i>energy</i> (fossil fuels and renewable energy) and that different countries use different sources of energy.</p> <p>Describe how energy is used for different purposes.</p>	<p>Physical Geography Identify and make links between polar, tropical and temperate <i>climatic zones</i> using maps, atlases & globes, to show understanding. Use appropriate geographical language to explain links and connections between <i>climatic zones vegetation belts, biomes</i>.</p> <p>Locate with accuracy major <i>rivers</i> in the UK and around the world using a range of maps, atlases and globes. Describe <i>mountainous and river environments</i> suggesting reasons for how they can change over time. Name and describe some of the processes associated with rivers, coasts and mountain environments. Using appropriate vocabulary, children can explain how the <i>water cycle</i> is linked to these environments.</p> <p>Locate and describe where <i>earthquakes and volcanoes</i> occur around the world using developing geographical language & skills. They can describe using simple geographical language how earthquakes and volcanoes occur in different parts of the world.</p> <p>Human Geography Identify, locate and sequence a range of different types of <i>settlements</i> in order of size, significance and importance. Describe features of individual settlements and compare these to other settlements using a range of geographical sources and skills.</p> <p>Identify and describe similarities and differences between different types of <i>economic activity</i> and explain why different types of economic activity take place in different regions in the UK and around the wider world.</p> <p>Understand that there are different sources of <i>energy</i> (fossil fuels and renewable energy)</p>	<p>Physical Geography Identify and make links between polar, tropical and temperate <i>climatic zones</i> using maps, atlases & globes, to show understanding. Use appropriate geographical language to explain links and connections between <i>climatic zones vegetation belts, biomes</i> and describe how these physical conditions affect people and the environment.</p> <p>Identify, locate and describe a range of processes associated with <i>river, coast and mountain environments</i> using appropriate geographical language. Explain how these environments form and are changed over time as a result of physical processes.</p> <p>Describe and explain how the <i>water cycle</i> affects different environments and begin to recognise that people can affect parts of the water cycle through human actions.</p> <p>Locate, describe and explain where earthquakes and volcanoes occur around the world using developing geographical language & skills. Begin to understand the reasons for why these hazards occur and why some of them affect people more seriously in some parts of the world than others.</p> <p>Human Geography Locate and sequence a range of different types of <i>settlements</i> in order of size, significance and importance within the UK and beyond. Describe and explain features of individual settlements, why these might be significant and compare and contrast these to other settlements using a range of geographical sources and skills.</p> <p>Describe and explain similarities and differences between different types of</p>	<p>Physical Geography Identify and make links between polar, tropical and temperate <i>climatic zones</i> using maps, atlases & globes, to show understanding. Use appropriate geographical language to explain links and connections between <i>climatic zones vegetation belts, biomes</i> and describe how these physical conditions affect people and the environment in a range of places around the world.</p> <p>Identify, locate and describe and explain a range of processes associated with <i>river, coast and mountain environments</i> using appropriate geographical language. Explain how these environments change over time as a result of physical processes and human activity. These are able to compare and contrast environments from around the world. Describe and explain how the water cycle affects different environments and are able to recognise how people can affect parts of the water cycle through human actions.</p> <p>Locate, describe and explain where earthquakes and volcanoes occur around the world using developing geographical language & skills. Begin to understand the reasons for why these hazards occur and why some of them affect people and the environment more seriously in some parts of the world than others.</p> <p>Human Geography Locate, describe and explain why <i>settlements and land use</i> differ in different regions of the UK and wider world. Explain why some settlements are significant and can describe and explain how and why settlements can change over time using a range of geographical resources and skills.</p>

			<p>and that different countries use different amounts and sources of energy.</p> <p>Describe how energy is used for different purposes and why demand can change over time.</p>	<p><i>economic activity</i> in the UK and in the wider world. Understand that different regions and countries have developed their economy based on different types of <i>trade</i> as a result of <i>natural resources and minerals</i>.</p> <p>Understand that there are different sources of <i>energy</i> (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy for different purposes.</p> <p>Describe how energy consumption and use has changed over time and what factors may affect its change in use in the future.</p>	<p>Describe and explain similarities and differences between different types of <i>economic activity</i> in the UK and in the wider world. Understand that different regions and countries have developed their economy based on different types of <i>trade</i> as a result of <i>natural resources and minerals</i> which occur naturally. Different regions and countries trade with other regions and countries based on these resources. This can affect people and the environment in different ways, both positively and negatively.</p> <p>Understand that there are different sources of <i>energy</i> (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy for different purposes and that this has changed over time.</p> <p>Explain how energy consumption and use has and might change in the future and how this could affect people and resource use in the decades ahead.</p> <p>Awareness that some energy sources have positive and negative effects on people and the environment and that different people hold different views about these impacts.</p>
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Geographical enquiry and skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use simple maps & globes to help recognise countries within the UK, continents and identified oceans.</p> <p>Follow instructions responding to directional language (left, right, up, down, forwards, backwards, near, far). Introduce simple compass directions (N, E, S, W).</p> <p>Identify images which have been taken from above (aerial photo). Recognise simple</p>	<p>Locate with accuracy, countries of the UK, continents and identified oceans on simple maps and globes. Name these countries, continents and oceans when responding to questions. Begin to locate capital cities within these countries using simple maps.</p> <p>Use simple compass directions (N, E, S, W) to provide locational and direction information for children to respond to and follow. Follow simple maps to identify and locate features using simple directional language to talk about everyday life.</p>	<p>Use maps and globes to locate some countries in Europe, North & South America. Identify physical and human features using different types of maps.</p> <p>Use co-ordinates in atlases to locate places and give directions using a four-point compass. Understand why keys are important to understand maps and can identify and create simple symbols/keys on maps.</p> <p>Ask geographical questions to initiate simple geographical enquires. Carry out fieldwork in the local area using some techniques. They begin to develop an understanding from information and data collected in order to answer questions investigated.</p>	<p>Use a range of maps and globes, to locate a range of countries and capital cities in European and North / South American countries. Identify and locate different types of physical and human features using a range of maps, including digital maps to compare places.</p> <p>Use four figure grid references to identify and locate features and places more accurately using OS maps. Use symbols and keys in atlases and on maps to identify and locate places and features. They can create simple maps using symbols and keys.</p> <p>Ask and respond to geographical questions in order to investigate simple geographical enquires. Carry out fieldwork in the local area using a range of techniques. Develop an understanding of issues and themes from information and data collected in order to answer questions investigated and begin to</p>	<p>Compare and contrast a range of maps (including physical, thematic and political) and can identify aerial photographs associated to relevant maps. Select maps for different purposes and begin to use maps, atlases & globes to investigate places and regions around the world. Digital mapping can be used to identify places, features and create simple maps to plan routes between places.</p> <p>Use compass points (4 & 8) and four figure grid references with increasing confidence to identify and locate features and places using atlases and (OS) maps.</p> <p>They understand that using six figure grid references will make identifying features and places even more accurate.</p>	<p>Use a range of maps (including physical, thematic and political), atlas information and globes to explore places, regions and countries around the world and how they are connected to each other.</p> <p>Follow and plan routes using a range of maps, including OS maps and digital mapping tools to explore and investigate places in contrasting environments.</p> <p>Use compass points (8), four and six figure grid references with increasing confidence to accurately identify and locate features and places on OS maps.</p> <p>Interpret OS maps with increasing confidence using symbols, keys and scale bars more accurately.</p>

<p>physical and human features using aerial photographs. Draw around simple objects to make a plan. Use simple picture maps to follow a route around the school environment.</p> <p>Respond to simple questions to investigate their surroundings. Make simple observations about where features and landmarks are within their immediate environment.</p>	<p>Recognise simple physical and human features using aerial photographs beyond the immediate locality. Draw a simple plan using aerial photographs. Look down on simple objects to make a plan. Follow a simple map around school to identify features of the built environment. Create a simple key which could be added to the map for other children to follow.</p> <p>Ask and respond to simple questions to investigate their local surroundings, using simple geographical questions. Make simple observations about why two contrasting locations are similar and/or different, including observations about features and landmarks within their local environment.</p>		<p>draw simple conclusions in response to questions explored.</p>	<p>Use symbols and keys in atlases and on maps to identify, locate and compare & contrast features and. Create their own real life maps using symbols and keys.</p> <p>Suggest questions for and participate in geographical enquires. Carry out fieldwork using a range of appropriate techniques. Develop an understanding of issues and themes from information and data collected, analyse this evidence using appropriate techniques and draw conclusions in response to questions explored. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork. This may include using digital technologies.</p>	<p>Suggest appropriate and interesting questions to plan and engage in their own geographical enquires. Carry out fieldwork using a range of appropriate techniques and are confident to use an increasing range of data analysis and presentation techniques to analyse evidence and draw conclusions based on evidence collected in response to questions explored. Within these enquiries children are able to produce a range of appropriate maps, plans and graphs to support findings from enquiries and fieldwork undertaken. This should include using digital technologies.</p>
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