

## Knowledge and Skills Progression for Geography

### EYFS

Children in Reception will be learning to:

- 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.

Children at the expected level of development at the end of the Reception year will:

- 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 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.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Enquiry</b>	<p>Identify features in the local environment including human and physical.</p> <p>Use photos and simple street plans to find places in the local environment.</p> <p>Talk about the local environment – positives and negatives.</p>	<p>Sort, group and compare physical and human features in the local environment.</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield.</p> <p>Talk about and compare features of the local environment.</p>	<p>Ask and respond to simple geographical questions.</p> <p>Use an increasing range of secondary sources and first hand enquiry – images, surveys.</p> <p>Talk about evidence and draw simple conclusions – settlements, rocks.</p>	<p>Respond to challenging geographical questions by planning a range of tasks to seek answers – Global eco systems.</p> <p>Use primary and secondary sources to find information about a range of localities, maps, images, journals – extreme environments.</p> <p>Present findings and statistical information in a range of different ways – graphs, posters etc.</p> <p>Present reasoned conclusions when presenting findings.</p>	<p>Set own challenging questions when investigating geographical features and issues – rivers and Greeks.</p> <p>Select appropriate sources of primary and secondary information to support investigations – google Earth, maps, and statistics.</p> <p>Select and appropriate way in which to present statistical information and findings – graphs, presentations, letters.</p> <p>Ensure that conclusions make accurate reference to the evidence presented.</p>	<p>Draw on existing knowledge and understanding, suggest relevant geographical questions and issue, and appropriately sequence of investigation – WW2, Volcanoes.</p> <p>Use multiple sources of increasingly complex skills and sources of evidence effectively. Use Geographical Information Systems to view, analyse and interpret places and data.</p> <p>Present finding in a coherent way and reach conclusions that are consistent with evidence.</p>

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills &amp; Fieldwork</b>	<p>Talk about and describe features of the local environment from photos, images and small surveys.</p> <p>Identify geographical feature on a large scale map.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use simple compass directions to describe the location of features on a map</p> <p>Use world maps, atlases and globes to identify world countries, continents and oceans.</p>	<p>Carry out a small local survey - traffic, litter, land use etc.</p> <p>Identify a range of geographical features on a map.</p> <p>Create a simple map of a location using symbols and a key to represent landmarks.</p> <p>Use the 8-points of the compass to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans and capital cities.</p>	<p>Take part in simple fieldwork using simple equipment, compass, map and cameras etc.</p> <p>Use simple geographical vocabulary, country, climate landscape etc.</p> <p>Follow a route on a map from a familiar local environment to another location using a key to represent landmarks.</p> <p>Use four-figure grid referencing and/or a compass, and/or 8 points of a compass to plan and follow a route on an ordinate survey map.</p> <p>Use world maps, atlases and globes, and digital/computer mapping to locate towns /cities in the UK.</p>	<p>Use a range of equipment and maps to conduct independent fieldwork,</p> <p>Communicate findings using geographical terms, location, land use, settlement.</p> <p>Map a route to another location in the UK using six-figure grid referencing.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing - South America.</p> <p>Use world maps, atlases and globes, and digital/computer mapping to locate countries and describe the features studied - Antarctic and South America.</p>	<p>Use a range of equipment and maps to conduct independent fieldwork.</p> <p>Communicate finding using complex terminology, erosion, delta, and meander.</p> <p>Locate a city in the UK using six-figure grid referencing and map a route to other locations in Europe and beyond.</p> <p>Plot a series of points along a route and use the scale to calculate the distance.</p> <p>Create maps of the local environment and beyond using different scales and six-figure grid referencing.</p>	<p>Build on knowledge of globes, maps and atlases and apply knowledge routinely, both in the classroom and the field.</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>Locate places worldwide using six-figure grid referencing. Map a range of routes worldwide.</p> <p>Identify the most direct, cost effective shortest route between two points or location - historical expeditions</p> <p>Create maps using appropriate scales and six-figure grid referencing - volcanoes</p>
<b>Location &amp; Place Knowledge</b>	<p>Talk about and describe people and key features of the local area.</p> <p>Describe and compare features if known localities.</p> <p>Talk about and describe a contrasting locality within the UK - London and locally.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Talk about and compare features of the local area.</p> <p>Compare features of localities, giving reasons for their similarities and differences.</p> <p>Compare and contrast localities in the UK - seaside, town etc.</p> <p>Compare and contrast the world's seven continents and five oceans.</p>	<p>Talk about and describe features of localities beyond the local areas, including regions within the United Kingdom.</p> <p>Describe and compare contrasting locations within and beyond the UK.</p> <p>Suggest reasons for the location of towns and settlements in a particular place - river, hilltop.</p> <p>Talk about the way in which physical location can determine the growth of a settlement or industry.</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn</p>	<p>Talk about and describe a range of cities and countries around the world, including polar regions and hot deserts.</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations within factual evidence - extreme environments.</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information - climate change, extreme environments.</p> <p>Identify physical and human features within a local study and how they have changed over time - climate change, rainforests.</p> <p>Identify the hemispheres, Arctic and Antarctic Circles.</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world, including rivers.</p> <p>Support reasons for the physical and human features of a location with factual evidence - world and UK rivers.</p> <p>Identify physical and human features that have contributed towards the change and development of a locality - Tyne.</p> <p>Identify and describe the links and relationships that connect localities both within the UK and beyond.</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zones.</p>	<p>Extend and deepen locational knowledge and special awareness of the world's countries and environmental regions.</p> <p>Recognise that physical and human processes influence and change landscapes, environments and climates.</p> <p>Describe the ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p> <p>Recognise the many links and relationships that make places dependent on each other - ww2 links,</p>
<b>Human &amp; Physical</b>	<p>Use simple geographical words to describe physical features and seasonal</p>	<p>Identify And locate hot and cold areas of the world in relation to the</p>	<p>Identify a range of simple physical processes, rivers, earthquakes, volcanoes etc.</p>	<p>Identify an increasing range of physical processes - biomes and climate zones.</p>	<p>Identify a range of physical processes - the water cycle.</p>	<p>Understand the key processes in physical geography relating to mountains, tectonic plates,</p>

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	<p>changes that take place in the UK.</p> <p>Talk about and describe features of landmarks within the locality using simple geographical terms to describe human features,</p>	<p>equator.</p> <p>Talk about and describe the function of features and landmarks within a locality - Africa (compare localities).</p> <p>Identify and describe patterns and changes within the local environment - contrast with Africa,</p>	<p>Talk about and describe the function of features and landmarks within a locality - human and physical, types of settlements.</p> <p>Describe and compare patterns and changes within a locality.</p> <p>Identify and describe the way in which physical and human processes can change the features of a locality - settlements.</p>	<p>Identify an increasing range of human processes - climate change, deforestation.</p> <p>Identify simple geographical patterns - City growth by rivers (Tudors)</p> <p>Recognise and describe a wide range of geographical patterns - biomes, food, and population growth.</p>	<p>Identify a range of human processes - distribution of water (Northumbrian water)</p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality - River Tyne.</p> <p>Compare and contrast an increasing range of geographical patterns - river change, pollution, River Tyne.</p>	<p>volcanoes and climate change.</p> <p>Understand key processes in human geography relating to population, international development, economic activity and natural resources.</p> <p>Recognise that the environment, and the lives of the people who live there, are affected by the actions and events in other places - WW2</p>
<b>Sustainability</b>	<p>Discuss and express thoughts and views about a locality</p> <p>Talk about how people can affect the environment.</p>	<p>Give reasons for thoughts and views about locality.</p> <p>Talk about and describe how people try to improve and sustain their environment - Africa.</p> <p>Give reasons for local environmental issues.</p>	<p>Justify reasons, thoughts and views with factual information - survey, fieldwork.</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment.</p> <p>Use a range of sources of evidence to support environmental issues.</p>	<p>Talk about and give reasons for own and others views about change to the environment - climate change, deforestation.</p> <p>Talk about and describe how people's actions can damage and improve the environment.</p> <p>Talk about and describe reasons for global issues - deforestation.</p>	<p>Recognise and describe the different views that people may hold when changes are made to the environment.</p> <p>Talk about and describe the ways in which groups try to manage an environment's sustainability - Northumbria water.</p> <p>Describe how decisions are made about places and environments can impact on the lives of the people who live there.</p>	<p>Recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments.</p> <p>Recognise that considerations of sustainable development affect the planning and management of environments and resources.</p>