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| **Knowledge, Skills and Understanding Progressions for Geography** | | | | | | |  |
| **Years 1 and 2** ICT links | | | | | | | |
| Locational Knowledge | | Place Knowledge | | | Human and Physical Geography | | |
| Build on EYFS knowledge of own environment.  ● Name and locate the world’s seven continents and five oceans  ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | | ● understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country | | | ●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.  ●Use basic geographical vocabulary to refer to:  key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |
| Map Skills (Y1) | Map Skills (Y2) | | Fieldwork | Communication | | Enquiry | |
| Using Maps  ●Use a simple picture map to move around the school  ●Use relative vocabulary such as bigger, smaller, like, dislike  ●Use directional language such as near and far, up and down, left and right, forwards and backwards  Map Knowledge  ●Use world maps to identify the UK in its position in the world.  ●Use maps to locate the four countries and capital cities of UK and its surrounding seas  Making Maps  ●Draw basic maps, including appropriate symbols and pictures to represent places or features  ●Use photographs and maps to identify features | Using Maps  ● Follow a route on a map  ●Use simple compass directions (North, South, East, West)  ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  ●Explore digital maps including zoom facility to control changes in detail  Map Knowledge  ● Locate and name on a world map and globe the seven continents and five oceans  ● Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles  Making Maps  ●Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) including labels  ● Use and construct basic symbols in a key | | ●Use observational skills to describe and investigate a familiar locality  ●Carry out small survey of the school locality  ●Use a pro-forma to collect data e.g tally survey  ●Sketch a simple fieldwork map or plan  ●Use a digital device in the field to record what is seen or heard | ●Communicate geographical understanding such as what they can see around them and a simple familiar journey in a range of ways. E.g. Speaking, writing, drawing or on a digital device  ●Use basic geographical vocabulary to describe specific local geographical features  **North, South, East, West, environment, season, weather, human, physical, beach, forest, mountain, ocean, sea, river, country, capital city, city, town, house, farm, shops.**  ●Give and follow simple instructions to get from one place to another using positional and directional language e.g. near, far, left and right (Use programmable toys to support) | | ●Ask what and where questions to find out more about locality studied  ● Find out about a locality using different sources of evidence e.g a local walk, simple maps, photos, data, interview, library or internet search  ●Explore geographical change and difference e.g seasonal weather and buildings/land use in own and contrasting locality  ICT links | |

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| **Knowledge, Skills and Understanding Progressions for Geography** | | | | | | |  |
| **Years 3 and 4** ICT links | | | | | | | |
| Locational Knowledge | | Place Knowledge | | | Human and Physical Geography | | |
| ● Locate the world’s countries, using maps to focus  on Europe (including Russia) and North and South  America.  ● Name and locate counties and cities of the UK  ● Identify the position of latitude, longitude,  Equator, Northern hemisphere, the Tropics of  Cancer and Capricorn, Artic and Antarctic Circle,  the Prime/Greenwich Meridian and time zones  (including day and night). | | ● A region of the United Kingdom.  ● A region in a European country.  ● A region within North or South America. | | | ● Describe and understand key aspects of :  - physical Geography, including climate zones, biomes  and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | | |
| Map Skills (Y3) | Map Skills (Y4) | | Fieldwork | Communication | | Enquiry | |
| Using maps  ● Follow a route on a map with  some accuracy  ● Locate places using a range of  maps  including OS & digital  ● Begin to match boundaries (e.g.  Find same boundary of a country  On different scale maps)  ● Use 4 figure compasses, and  letter/number co-ordinates to  identify features on a map  Map knowledge  ● Locate the UK on a variety of  different scale maps  ● Name & locate the counties and  cities of the UK  Making maps  ● Try to make a map of a short route  experiences, with features in  current order  ● Create a simple scale drawing  ● Use standard symbols, and  understand the importance of a  key | Using maps  ● Follow a route on a large scale  map  ● Locate places on a range of maps  (variety of scales)  ● Identify features on an aerial  photograph, digital or computer  map and match position of a  photo to a map  ● Begin to use 8 figure compass and  four figure grid references to  identify features on a map  Map knowledge  ● Locate Europe on a large scale  map or globe  ● Name and locate countries in  Europe(including Russia) and their  Capitals cities  Making maps  ● Recognise and use OS map  symbols, including completion of a  key and understanding why it is  important  ● Draw a sketch map from a high  viewpoint | | ● Use observational skills to measure and record the human and physical features in the local area  ● Collecting data from fieldtrips e.g a tally chart with headings decided by the children,  ● Sketch a simple fieldwork map or plan including descriptive and explanatory labels  ●Use a digital device in the field to record what is seen or heard and consider the usefulness of the evidence it provides | ●Communicate geographical understanding and findings from fieldwork and research in a wider range of ways. E.g. Speaking, writing, drawing or on a digital device.  ● Use a database to present findings  ● Use developing geographical vocabulary relating to physical and human process.  **Climate, climate zone, biomes, natural disasters, mountains, volcanoes, earthquakes, tectonic plates, crust, mantle, core, rivers, population, settlement.**  ● Express opinions and personal views about what they like and don’t like in relation to geographical features e.g new houses being built on a field. | | ● Ask more searching how and why geographical questions as well as where and what  ● Find out about a locality using different sources of evidence e.g a local walk, simple maps, photos, data, interview, library or internet search  ● Identify and describe geographical features, processes and patterns  ●Explore how a locality has changed over time with reference to human and/or physical features  ●Describe similarities and differences between localities  ● Use empathy to suggest different ways in which a locality studied can be changed or improved | |

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| **Knowledge, Skills and Understanding Progressions for Geography** | | | | | |  |
| **Years 5 and 6** ICT links | | | | | | |
| Locational Knowledge | | Place Knowledge | | | Human and Physical Geography | |
| ● Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America.  ● Name and locate counties and cities of the United Kingdom.  ● 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. | | ● A region of the United Kingdom.  ● A region in a European country.  ● A region within North or South America | | | ● Describe and understand key aspects of:  **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  **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. | |
| Map Skills (Y5) | Map Skills (Y6) | | Fieldwork | Communication | | Enquiry |
| Using Maps  ● Compare maps with aerial photos  ● Select a map for a specific purpose  ● Begin to use atlases to find out other information (e.g. temperature)  ●Find and recognise places on maps of different scales  ● Use 8 figure compasses and begin to use 6 figure grid references  Map Knowledge  ● Locate the world’s countries, focus on North & South America  ● Identify the position and significance of lines of longitude & latitude  Making Maps  ● Draw a variety of thematic maps based on their own data  ● Use and recognise OS map symbols regularly | Using Maps  ● Follow a short route on a OS map  ● Describe the features shown on an OS map  ● Use atlases to find out data about other places  ● Use 8 figure compass and 6 figure grid reference accurately  ● Use lines of longitude and latitude on maps  Map Knowledge  ● Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages  Making Maps  ● Draw plans of increasing complexity  ● Begin to use and recognise atlas symbols | | ● Use observational skills to measure and record the human and physical features in the local area with greater accuracy  ●Select appropriate method for data collection  ● Sketch a fieldwork map or plan and annotate to describe and explain geographical processes or features e.g erosion  ●Use a digital device in the field to record evidence to support a prediction or hypothesis. E.g recording sound to prove noise pollution | ●Communicate geographical understanding, findings from fieldwork & research in a variety of ways. E.g maps, diagrams, numerical data and writing at increasing length  ● Use a database to analyse findings and identify patterns. Evaluate the quality of evidence collected ; suggest improvements  ● Use more precise geographical vocabulary for physical & human processes:  **Natural Disasters**: tectonic plates, hot spot, conservative, constructive, destructive.  **Water Cycle**: precipitation, condensation, evaporation.  **Climate Zones**: tropical, & temperate **Biomes**: rainforest, deserts, savannah, woodland, grassland, tundra.  **Settlements**: city, town, village, hamlet, ­­­­ residential, rural, city centre, suburbs, trade.  ● Develop views and attitudes to critically evaluate responses to local geographical issues or news events | | ●Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?  ●Make predictions and test simple hypotheses about people and places.  Find out about a locality by selecting appropriate sources of evidence e.g a local walk, simple maps, photos, data, interview, library or internet search  ● Identify and describe with increasing accuracy geographical features, processes and patterns  ●Explain what a locality might be like in the future, taking account of issues impacting and human features E.g impact of flooding |