





Geography- Progression of Knowledge and Skills


KEY CONCEPTS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Substantive Knowledge							
Locational Knowledge 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. ELG - 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. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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 Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge 	<ul style="list-style-type: none"> Talk about their immediate community. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ELG - 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. 	<ul style="list-style-type: none"> Small area of the United Kingdom. 	<ul style="list-style-type: none"> Small area in a contrasting non-European country. 	<ul style="list-style-type: none"> A region of the United Kingdom. 	<ul style="list-style-type: none"> A region in a European country. A region within North or South America. 	<ul style="list-style-type: none"> A region of the United Kingdom. A region in a European country. 	<ul style="list-style-type: none"> A region within North or South America.
Human and Physical Geography	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, 	<ul style="list-style-type: none"> Describe and understand key aspects of: Key physical geography, including climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> Describe and understand key aspects of: Key physical geography, including Rivers and the water cycle. 	<ul style="list-style-type: none"> Describe and understand key aspects of: Key physical geography, including mountains, volcanoes, and earthquakes. 	<ul style="list-style-type: none"> Key human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources



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	<p>different to the one in which they live.</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. ELG - 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. 	<p>and South Poles.</p>	<p>vegetation, season, and weather</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Key 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>including energy, food, minerals, and water.</p>
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Disciplinary Skills


<p>Mapping</p> 	<ul style="list-style-type: none"> Draw information from a simple map. ELG - 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. 	<ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Look down on objects and make a plan e.g. of the classroom or playground. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. 	<ul style="list-style-type: none"> Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support. Begin to realise why maps need a key. 	<ul style="list-style-type: none"> Use maps and diagrams from a range of publications e.g., holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Use the index and contents page of atlases. Label maps with titles to show their purpose. Recognise some standard OS symbols. Create maps of small areas with features in the correct place. Link features on maps to photos and aerial views. 	<ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Recognise that contours show height and slope. Use 4 figure coordinates to locate features on maps. Use plan views. Make a simple scaled drawing e.g., of the classroom. Use a scale bar to calculate distances. Relate measurement on large scale maps to measurements outside. 	<ul style="list-style-type: none"> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g., Google maps vs. Google Earth, and OS maps. Follow routes on maps describing what can be seen. Understand that purpose, scale, symbols and style are related. Use six figure coordinates. Use models and maps to discuss land shape Use the scale bar on maps. 	<ul style="list-style-type: none"> Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Recognise different map projections. Identify, describe and interpret relief features on OS maps. Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Read and compare map scales. Draw measured plans.
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<p>Fieldwork</p>	<ul style="list-style-type: none"> Explore the natural world around them. ELG - 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. 	<ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g., weather, seasons, vegetation, buildings etc. 	<ul style="list-style-type: none"> Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g., left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. 	<ul style="list-style-type: none"> Use the eight points of a compass. Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> Use eight cardinal points to give directions and instructions. 	<ul style="list-style-type: none"> Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g., data loggers to record (e.g., weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs.
<p>Enquiry and Investigation</p>	<ul style="list-style-type: none"> Explore the natural world around them. ELG - 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. 	<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g., 'What is it like to live in this place?' 	<ul style="list-style-type: none"> Investigate through observation and description. Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' As well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' As well as, 'where?' and 'what?' when investigating places and processes. Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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.
<p>Communication</p>	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ELG - Explain some similarities and differences between 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Give and follow simple instructions to get from one place to another Notice and describe patterns. 	<ul style="list-style-type: none"> Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) 	<ul style="list-style-type: none"> Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g., a proposed local wind farm. Identify and describe geographical features, processes (changes), and patterns. 	<ul style="list-style-type: none"> Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. Communicate geographical information through a range of methods 	<ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news 	<ul style="list-style-type: none"> Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g., tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety



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	life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		<ul style="list-style-type: none"> using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g., where we live, journey to school etc. 		including sketch maps, plans, graphs, and presentations.	e.g., for/against arguments relating to the proposed wind farm.	of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
<p>Use of ICT / Technology</p> 		<ul style="list-style-type: none"> Use simple electronic globes/maps. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. 	<ul style="list-style-type: none"> Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced. 	<ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. View a range of satellite images Make use of geography in the news – online reports & websites. Add photos to digital maps. 	<ul style="list-style-type: none"> Add a range of text and annotations to digital maps to explain features and places. Draw and follow routes on digital maps. Use presentation/ multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. 	<ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/ online maps and websites. Start to explain satellite imagery. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster, or app. 	<ul style="list-style-type: none"> Use wider range of labels and measuring tools on digital maps. Use and interpret live data e.g., weather patterns, location and timing of earthquakes/ volcanoes etc. Collect and present data electronically e.g., through the use of electronic questionnaires/surveys. Investigate electronic links with schools/children in other places e.g., email/video communication.