

Geography: Progression of Knowledge and Skills

EYFS Geography Skills					
Locational Knowledge Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Name the village and city the school is located in	Geographical Skills and Fieldwork Begin to use geographical skills, including first-hand observation, to enhance their locational awareness			Place Knowledge Identify similarities and differences between places, drawing on my experiences and what has been read in class 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.	Manmade and Natural Geography Model the vocabulary needed to name specific features of the natural world, both natural and manmade Understand the effect of changing seasons on the natural world around me
	Collect, analyse and communicate a range of data gathered through experiences of fieldwork.	Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth.	Communicate geographical information in a variety of ways e.g. maps and drawings.		
	Use and draw information from a simple map Look at aerial views and comment on buildings, open space, roads and other simple features				
EYFS Geography Knowledge					
Autumn					
<u>Locational Knowledge</u> <ul style="list-style-type: none">I know about the features of my own immediate environment.I know the name of the village and city the school is located in.		<u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none">I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.		<u>Manmade and Natural Geography</u> <ul style="list-style-type: none">I know about the signs of autumn/winter and the associated weather.	
Spring					
<u>Locational Knowledge</u> <ul style="list-style-type: none">I know about the features of the world and Earth.		<u>Place Knowledge</u> <ul style="list-style-type: none">I know environments vary from one another.I know about similarities and differences between places. e.g., countryside and town and drawing on my experiences and what has been read in class.		<u>Manmade and Natural Geography</u> <ul style="list-style-type: none">I know about the signs of spring and the associated weather.	
Summer					
<u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none">I know how to use and draw information from a simple map.I know how to make simple maps of imaginary communities using a variety of construction resources.I know that simple symbols are used to identify features on a map.			<u>Manmade and Natural Geography</u> <ul style="list-style-type: none">I know that some things in the world are man-made, and some things are natural.I know about the signs of summer and the associated weather e.g., and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.		
Key Vocabulary					
Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural					

Year	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
1	<p>Understand where I live in the local area.</p> <p>Locate our school.</p> <p>Name and locate the countries of the UK.</p> <p>Name and locate the capital city of England.</p> <p>Understand what an 'aerial view' shows.</p>	<p>Understand the geographical features of my local area through studying its human and physical geography.</p>	<p>Identify daily weather patterns in the UK.</p> <p>Understand what a hot area of the world is like in relation to the Equator.</p> <p>Locate and describe cold areas of the world in relation to the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Link my learning to me and my family.</p>	<p>Use simple fieldwork and observational skills to study the geography of my school, its grounds and vicinity.</p> <p>Draw a simple map.</p> <p>Begin to recognise map symbols. Use simple compass directions (North, East, South, West).</p>
2	<p>Use maps, atlases and a globe to locate the UK, its countries and seas. Name and locate countries in Asia.</p> <p>Name and locate the capital cities of the UK.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p>	<p>Identify key features of the countries of the UK. Understand the differences between a town and the countryside, coasts and inland areas.</p> <p>Compare two places in the UK.</p> <p>Compare the geography of Birmingham to Islamabad in Pakistan.</p>	<p>Understand what weather forecasts show, what the weather is like in our country and the different seasons in a year.</p> <p>Identify key physical and human features of Birmingham, the UK, countryside and coastlines.</p> <p>Expand my geographical vocabulary to refer to key physical and human features.</p> <p>Link my learning to me and my family.</p>	<p>Use simple fieldwork and observational skills to study the geography of my city.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; use and construct basic symbols in a key.</p> <p>Understand that maps can vary in scale and detail.</p>
3	<p>Use world maps, atlases, globes and digital/computer mapping to name and locate the countries of Europe.</p> <p>Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Name and locate the geographical/environmental regions of the UK.</p>	<p>Identify the key rivers, lakes and national parks of the UK and describe their features.</p> <p>Identify the key mountainous regions of the world and their features.</p>	<p>Identify the main human and physical features of Europe.</p> <p>Use a range of resources to identify and describe the key human and physical features of a location.</p> <p>Understand the significance of canals to the UK's industrial past.</p> <p>Understand the water cycle.</p> <p>Identify types of settlement and land use.</p> <p>Link my learning to me and my community.</p>	<p>Enquire about a place through visiting and/or choosing appropriate resources.</p> <p>Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires, graphs and digital technologies.</p>

Year	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
4	<p>Use world maps, atlases, globes and digital/computer mapping to name and locate the countries and deserts of the world.</p> <p>Use world maps, atlases, globes and digital/computer mapping to name and locate the countries of Europe.</p> <p>Revisit the names and locations of the world's 7 continents and 5 oceans and Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Describe and give reasons for geographical differences between the UK and Brazil.</p>	<p>Describe and understand the key aspects of mountainous regions of the world.</p> <p>Use a range of resources to identify and describe the key human and physical features of a location and how some of these aspects have changed over time.</p> <p>Identify physical features (e.g. plate tectonics, explain the processes acting on them and how humans manage them.</p> <p>Link my learning to me and my community.</p>	<p>Locate, plan and plot routes on maps.</p> <p>Use and devise maps and plans of localities studied that include keys, four figure grid references, a scale and a compass rose.</p> <p>Make careful measurements of rainfall, temperature, distance and depth and record these in the most suitable way.</p> <p>Map land use of a location with given criteria.</p>
5	<p>Explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude.</p> <p>Give reasons why some physical and human features are as they are and can predict what places may be like in the future.</p>	<p>Compare and contrast places where people live and give reasons for some differences.</p> <p>Describe and give reasons for areas of the world having more volcanoes / earthquakes than others. Compare and contrast aquatic biomes in the world.</p>	<p>Collect statistics about people and places and present them in the most appropriate ways.</p> <p>Describe a place in terms of how economically developed it is, including the distribution of natural resources.</p> <p>Link my learning to me and my planet (my role as a citizen of the world).</p> <p>Understand how human & physical processes interact impact on landscapes.</p>	<p>Use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and an 8-point compass rose.</p> <p>Interpret thematic mapping and aerial satellite photographs.</p> <p>Make detailed field sketches of a location's features, annotating with appropriate language.</p> <p>Interpret Ordnance Survey maps of the UK (linked to my history topic).</p>
6	<p>Name, locate and map the countries, cities and counties of the UK.</p> <p>Use GPS (latitude longitude reference) to locate a range of key locations in the topic studied.</p> <p>Collect and analyse statistics and other information in order to answer questions and draw clear conclusions about locations.</p> <p>Recap reasons why some physical and human features are as they are and can predict what places may be like in the future.</p>	<p>Describe how countries and geographical regions are diverse and yet interconnected and interdependent.</p> <p>Analyse and give views on the effectiveness of different representations of a location (such as aerial images compared to topographical maps).</p>	<p>Understand human geography relating to population, international development, economic activity, urbanisation and the use of natural resources.</p> <p>Understand physical geography relating to glaciation, rocks, soil, weathering, geological timescales, weather and climate.</p> <p>Understand how human & physical processes interact and impact on landscapes.</p> <p>Discuss, debate and make decisions considering ethical, moral and cultural viewpoints.</p> <p>Link my learning to me and my planet (my role as a citizen of the world).</p>	<p>Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p> <p>Create maps of locations identifying patterns such as land use, climate zones, population densities and height of land.</p> <p>Explore locations from numerous perspectives and reflect on my own beliefs.</p>

