

Progression of Knowledge and Skills - Geography

Locational and Place Knowledge

<p>EYFS: Talk about the features of their own immediate environment and how environments might vary.</p> <p>Develop an understanding of changes over time.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Name and locate some places in their locality, the UK and wider world. • Understand what a Capital City is. • Name and locate the North and South poles 	<p>Year 2:</p> <ul style="list-style-type: none"> • Name and locate significant places in their locality, the UK and wider world. • Name and locate the world's seven continents and five oceans. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Name and locate a wider range of places in their locality, the UK and wider world. • Revise locations and names of the continents on a world map. • Name and locate the Equator and the Northern and Southern Hemispheres. 	<p>Year 4:</p> <ul style="list-style-type: none"> • Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. • Locate the main countries of Europe. • Name and locate the Tropics of Cancer and Capricorn. 	<p>Year 5:</p> <ul style="list-style-type: none"> • Name and locate an increasing range of places in the world including globally and topically significant features and events. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). 	<p>Year 6:</p> <ul style="list-style-type: none"> • Name and locate an extensive range of places in the world including globally and topically significant features and events.
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Human and Physical Knowledge

<p>EYFS: Show interest in the lives of people who are familiar to them.</p> <p>Show interest in different occupations and ways of life.</p> <p>Show interest in different occupations and ways of life.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Describe some places and features using basic geographical vocabulary. • Express their views on some features of their environment e.g. what they do or do not like. 	<p>Year 2:</p> <ul style="list-style-type: none"> • Describe places and features using simple geographical vocabulary. • Make observations about features that give places their character. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Use geographical language to describe some aspects of human and physical features and patterns. • Make observations about places and features that change over time. 	<p>Year 4:</p> <ul style="list-style-type: none"> • Use geographical language to identify and explain some aspects of human and physical features and patterns. • Describe how features and places change and the links between people and environments. • On a World Map, locate areas of similar environmental regions 	<p>Year 5:</p> <ul style="list-style-type: none"> • Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. • Demonstrate understanding of how and why some features or places are similar or different and how and why they change. • Explore fair/unfair distribution of resources (Fairtrade) • Understand and explain latitude and longitude. 	<p>Year 6:</p> <ul style="list-style-type: none"> • Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. • Explain some links and interactions between people, places and environments.
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Enquiry, Investigation and Fieldwork

<p>EYFS: Look closely at similarities, differences, patterns and change.</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Children know about similarities and differences in relation to places and living things.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Ask and answer simple geographical questions. • Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. • Observe and describe daily weather patterns. • Identify and recognise different seasons and the patterns. • Use simple fieldwork and observational skills when studying the geography of their school and its grounds. • Use a range of sources such as simple maps, globes, atlases and images. • Know that symbols mean something on maps. 	<p>Year 2:</p> <ul style="list-style-type: none"> • Ask and answer simple geographical questions when investigating different places and environments. • Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. • Identify seasonal and daily weather patterns. • Develop simple fieldwork and observational skills when studying the geography of their school and local environment. • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. • Use the four-simple compass directions as well as locational and directional language when describing features and routes. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Ask and answer more searching geographical questions when investigating different places and environments. • Identify similarities, differences and patterns when comparing places and features. • Observe, record, and name geographical features in their local environments. • Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. • Use the eight compass points and recognise some Ordnance Survey symbols on maps. • Locate features using two-figure grid references. 	<p>Year 4:</p> <ul style="list-style-type: none"> • Ask and respond to more searching geographical questions including 'how?' and 'why?' • Identify and describe similarities, differences and patterns when investigating different places, environments and people. • Observe, record, and explain physical and human features of the environment. • Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. • Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. 	<p>Year 5:</p> <ul style="list-style-type: none"> • Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? • Recognise geographical issues affecting people in different places and environments. • Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. • Use a range of maps and other sources of geographical information and select the most appropriate for a task. • Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Locate features using six-figure grid references. 	<p>Year 6:</p> <ul style="list-style-type: none"> • Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? • Make predictions and test simple hypotheses about people, places and geographical issues. • Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. • Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. • Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
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Communication and Vocabulary

<p>EYFS: Enjoy joining in with family customs & routines.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Draw, speak or write about simple geographical concepts such as what they can see where. 	<p>Year 2:</p> <ul style="list-style-type: none"> • Express views about the environment and can recognise how people sometimes affect the environment. • Create their own simple maps and symbols. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. • Communicate geographical information through a range of methods including the use of ICT. 	<p>Year 4:</p> <ul style="list-style-type: none"> • Express their opinions on environmental issues and recognise that other people may think differently. • Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. 	<p>Year 5:</p> <ul style="list-style-type: none"> • Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. • Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. 	<p>Year 6:</p> <ul style="list-style-type: none"> • Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. • Communicate geographical information using a wide range of methods including writing at increasing length.
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