

Progression of Knowledge:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<u>ELG – Speaking:</u> Children talk about difference they have experienced or seen in photos, maps, drawings, videos and books. <u>ELG – Listen, Attention, and Understanding:</u> Children clarify understanding when exploring different countries. <u>ELG – People, Culture and Communities:</u> Children talk about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; children apply their understanding of different religious and cultural communities in this country, drawing on their 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	- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	- <u>Name and locate the world's seven continents and five oceans.</u> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	- 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.	- Focusing on the world's countries, with focus on Europe and the Americas, concentrate on countries and their major cities. - Name and locate geographical regions on the United Kingdom and identify their human and physical characteristics and key topographical features including hills, mountains, coasts and rivers.	- Focusing on the world's countries, with focus on Europe and the Americas, concentrate on their environmental regions, key physical and human characteristics. - Name and locate geographical regions on the United Kingdom identifying land-use patterns and understanding how some of these aspects have changed over time.	- Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and the time zones.
Place Knowledge	stories, non-fiction texts and maps; children apply their understanding of different religious and cultural communities in this country, drawing on their 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	- <u>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</u>	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.	- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.	- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North America.	- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North America.

Human and Physical Geography	stories, non-fiction texts and – when appropriate – maps. ELG – The Natural World: Children explore the natural world around them, making observations and drawing pictures of animals and plants; children know of similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- 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	- <u>Use basic geographical vocabulary to refer to:</u> <u>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</u> <u>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</u>	- Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	- Describe and understand key aspects of physical geography including volcanoes and earthquakes, - Describe and understand key aspects of physical geography including the water cycle.	- Describe and understand key aspects of physical geography including climate zones and vegetation belts. - Describe and understand key aspects of human geography including types of settlement and land use. - Describe and understand key aspects of physical geography including rivers	- Describe and understand key aspects of physical geography: biomes (including rainforests). - Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes
Geography Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use aerial photographs and plan perspectives to recognise landmarks and - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and - Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world. - To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. - Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world, including the use of Ordnance Survey maps. - Use four and six-figure grid						

		<u>basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</u> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<i>locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;</i>	<u>digital technologies.</u>			<i>references to build their knowledge of the United Kingdom and the wider world</i>
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Progression of Skills:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry.	As above	- <u>Teacher led enquiries, to ask and respond to simple closed questions.</u> - <u>Use information books/pictures as sources of information.</u> - <u>Investigate their surroundings.</u> - <u>Make observations about where things are e.g. within school or local area.</u>	- <u>Children encouraged to ask simple geographical questions; Where is it? What's it like?</u> - <u>Use non-fiction books, stories, maps, pictures/ photos and internet as sources of information.</u> - <u>Investigate their surroundings.</u> - <u>Make appropriate observations about why things happen.</u> - <u>Make simple comparisons between features of different places.</u>	- <u>Begin to ask/initiate geographical questions.</u> - <u>Investigate places and themes at more than one scale</u> - <u>Begin to collect and record evidence.</u> - <u>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</u>	- <u>Ask and respond to questions and offer their own ideas.</u> - <u>Extend to satellite images, aerial photographs.</u> - <u>Investigate places and themes at more than one scale</u> - <u>Collect and record evidence with some aid</u> - <u>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</u>	- <u>Begin to suggest questions for investigating.</u> - <u>Begin to use primary and secondary sources of evidence in their investigations.</u> - <u>Investigate places with more emphasis on the larger scale; contrasting distant places.</u> - <u>Collect and record evidence unaided.</u> - <u>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations and influence on people/everyday life.</u>	- <u>Suggest questions for investigating.</u> - <u>Use primary and secondary sources of evidence in their investigations.</u> - <u>Investigate places with more emphasis on the larger scale;</u> - <u>Collect and record evidence unaided.</u> - <u>Analyse evidence and draw conclusions</u>

Using maps and direction.	- Follow directions (Up, down, left/right, forwards/backwards) - Use a simple picture map to move around the school; - <u>Recognise that a map is about a place.</u>	- Follow directions and include N, S, E and W. - Follow a route on a map. - Use a plan view. - <u>Use an infant atlas to locate places.</u>	- Use 4 compass points to follow/give directions: - <u>Use letter/no. coordinates to locate features on a map.</u> - Use the language latitude and longitude to describe a country's location, and use this to explore time zones - <u>Locate places on larger scale maps e.g. map of Europe.</u> - Follow a route on a map with some accuracy. (e.g. whilst orienteering)	- Use 4 compass points well: - <u>Begin to use 8 compass points;</u> - <u>Use letter/no. coordinates to locate features on a map confidently.</u> - <u>Locate places on large scale maps, (e.g. Find UK or India on globe)</u> - <u>Follow a route on a large scale map.</u>	- <u>Use 8 compass points;</u> - <u>Begin to use 4 figure coordinates to locate features on a map.</u> - Compare maps with aerial photographs. - <u>Select a map for a specific purpose. (E.g. Pick atlas to find Greece, OS map to find local village.)</u> - <u>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).</u>	- <u>Use 8 compass points confidently and accurately;</u> - <u>Use 4 figure coordinates confidently to locate features on a map.</u> - <u>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</u> - <u>Follow a short route on an OS map. Describe features shown on OS map.</u> - <u>Locate places on a world map.</u> - <u>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).</u>
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Drawing maps		- <u>Draw picture maps of imaginary places and from stories.</u> - <u>Use own symbols on imaginary map.</u> - Draw around objects to make a plan.	- <u>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph.)</u> - <u>Begin to understand the need for a key.</u> - <u>Use class agreed symbols to make a simple key.</u> - <u>Look down on objects to make a plan view map</u>	- Try to make a map of a short route experienced, with features in correct order; - Try to make a simple scale drawing. - <u>Know why a key is needed.</u> - <u>Use standard symbols.</u> - Begin to draw a sketch map from a high viewpoint.	- Make a map of a short route experienced, with features in correct order; - Make a simple scale drawing. - <u>Know why a key is needed.</u> - Begin to recognise symbols on an OS map. - Draw a sketch map from a high viewpoint.	- Begin to draw a variety of thematic maps based on their own data. - <u>Draw a sketch map using symbols and a key;</u> - <u>Use/recognise OS map symbols.</u> - <u>Draw a plan view map with some accuracy.</u>	- Draw a variety of thematic maps based on their own data. - Use/recognise OS map symbols;
Scale and distance		- <u>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</u>	- <u>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</u>	- <u>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</u>	- <u>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</u>	- Measure straight line distance on a plan. - <u>Find/recognise places on maps of different scales. (E.g. river Amazon.)</u>	- <u>Understand scale distance and calculate</u>
Map knowledge		- <u>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</u>	- <u>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</u>	- <u>Begin to identify specific places</u>	- <u>Begin to identify significant places and environments.</u>	- <u>Identify significant places and environments.</u>	- <u>Confidently identify significant places and environments.</u>