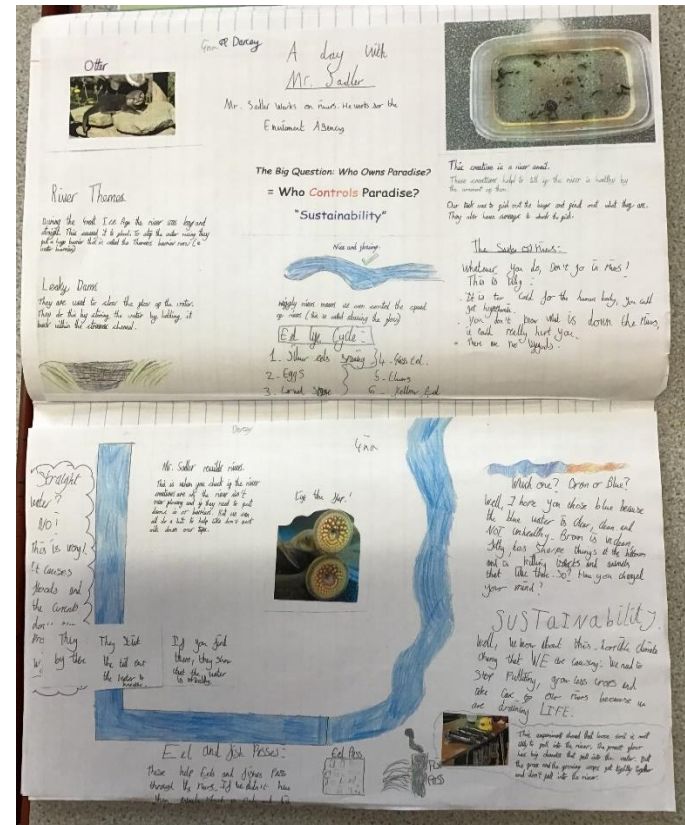


## Progression of Skills and Knowledge in Geography

3.2.23

LO: I know about some special food in Mexico.

SC: To compare my life to life in another (non-european) country.



# Geography

# Progression of Skills and Knowledge in Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge						
	<p>Know names of 7 continents and 5 oceans Name four countries of the UK and their capital cities</p>	<p>Name and locate the 7 continents and 5 oceans</p> <p>Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas</p>	<p>Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities</p> <p>Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator</p> <p>Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p>Begin to identify position of Prime/Greenwich Meridian and time zones</p>	<p>Locate more countries of Europe and N/S America using maps and identify</p> <p>environmental regions, key physical/human features, cities</p> <p>Name and locate countries and cities of the UK, describing geographical regions and topographical features</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p>	<p>Locate majority of world's countries &amp; cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features</p> <p>Identify position of latitude, longitude and N/S Hemispheres</p> <p>Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p>Identify position of Prime/Greenwich Meridian and time zones</p>	<p>Locate world's countries &amp; cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features</p> <p>Name and locate countries, cities and regions of the UK</p> <p>Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land use patterns have changed over time</p> <p>Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography</p>
Human & Physical Geography						
<p><b>(The Natural World)</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i></p> <p>Talk about daily weather and seasonal weather patterns in the UK</p> <p>Find hot and cold areas in world using atlases</p>	<p>Develop geographical vocab eg <i>rural, urban, vegetation, season</i></p> <p>Identify daily weather and seasonal weather patterns in the UK</p> <p>Locate and name hot and cold areas in world in relation to Equator and the North/South Poles</p>	<p>Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</p>	<p>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p>	<p>Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features</p>	<p>Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features and how these change over time</p>

# Progression of Skills and Knowledge in Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills & Fieldwork						
(People, Cultures and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	<p>Start to use world maps, atlases and globes</p> <p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p>	<p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>Use aerial photos and plans to identify features, human and physical</p> <p>Devise simple maps and create a key using symbols</p>	<p>Confidently use world maps, atlases and globes and begin to use digital mapping</p>	<p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>	<p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use 8-point compass, grid references and Ordnance Survey maps</p>	<p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps</p>
Place Knowledge						
(People, Cultures and Communities) 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. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	<p>Talk about similarities and differences between area of UK and non- European area</p>	<p>Identify similarities/differences in physical/human geography between area of UK and non-European area</p>	<p>Begin to explain geographical similarities and differences (region of UK, European country and N/S America)</p>	<p>Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>	<p>Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>	<p>Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways</p>