

Geography Knowledge & Skills Progression

Strand	EYFS	KS1	Lower KS2	Upper KS2
Locational Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I can observe features in my local environment by pointing/looking closely.</p> <p>I can name features e.g trees, ground, wall, Grass, Road.</p> <p>I can say I live in Broadwindsor in Dorset.</p>	<p>Name and locate the seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>I can make observations about where things are in my school and local area.</p> <p>I can name and locate the seven continents and five oceans.</p> <p>I can name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental region, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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)</p> <p>I can begin to identify points on a map – A,B, C I can identify significant places and environments.</p> <p>I can locate the UK on different scale maps.</p> <p>I can name and locate the countries and cities of the UK.</p> <p>I can locate Europe on a large scale map and globe.</p> <p>I can name and locate countries in Europe (Including Russia) and their capital cities, concentrating on their key features and environments.</p>	<p>I can identify significant places and environments on a map.</p> <p>I can locate the world's countries with a focus on North and South America concentrating on their environmental regions, key human and physical characteristics, countries and major cities.</p> <p>I can locate the world's countries on a variety of maps. (Particularly areas studied throughout the key stage.)</p> <p>I can locate counties and cities of the UK.</p> <p>I can locate geographical regions and key topographical features of the UK including hills, mountains, coasts and rivers.</p> <p>I can identify the position and significance of: - Longitude and latitude - The equator - The hemispheres and tropics - The prime/Greenwich meridian - Time zones (including day and night)</p>
Place Knowledge	<p>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> <p>Make observations about their local environment. e.g. the park, school, home.</p> <p>Begin to compare features of different environments e.g. the park to house.</p>	<p>Understand geographical similarities and differences between somewhere in the UK and a contrasting non EU country.</p> <p>I can understand geographical similarities and differences between somewhere in the UK and Kampong Ayer.</p> <p>I can find the UK on a world map or globe.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>I can understand geographical similarities and differences through human and physical geography. (Of a region of the UK, Europe and North or South America.)</p> <p>I can identify the position of the equator, northern and southern hemisphere and The Arctic and Antarctic circles.</p>	<p>I can understand geographical similarities and differences through human and physical geography. (Of a region of the UK, Europe and North or South America.)</p> <p>I can identify the position of the equator, northern and southern hemisphere and The Arctic and Antarctic circles.</p>
Human and Physical Geography	<p>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>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>I can use simple vocab to talk about the weather e.g cold, hot, wet, snow</p> <p>I can begin to notice the difference between hot and cold seasons.</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the North and South Poles.</p> <p>I can use basic geographical vocab: Physical – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Human – city, town, village, factory, far, house, office, harbour, port, shop</p> <p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can locate hot and cold areas of the world.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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>I can describe and understand key aspects of physical and human geography:</p> <p>Physical – climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle</p> <p>Human – types of settlement, land use, economic activity, trade links, natural resources including energy, food, minerals and water.</p>	<p>I can describe and understand key aspects of physical and human geography:</p> <p>Physical – climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle.</p> <p>Human – types of settlement, land use, economic activity, trade links, natural resources including energy, food, minerals and water.</p>

<p>Geographical skills and fieldwork</p>	<p>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> <p>I can use small world figures to play on large map mats and see the difference between land and sea.</p> <p>I can begin to make marks to represent home/ my local area.</p> <p>I can use a simple map with beebots.</p> <p>I can follow one step positional instructions e.g stand up, sit down.</p> <p>I can follow positional instructions e.g under the table, stand next to...</p> <p>I can make observations on local trips about what I see, naming features e.g cars, house, road, shop.</p> <p>I can use words like big and small to describe the things around me.</p>	<p>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.</p> <p>Use simple compass directions and locational and directional language to describe the locations of features and routs on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple observational skills to study key human and physical features of environments. - 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.</p> <p>I can use picture books, pictures, stories, maps and the internet as sources of information.</p> <p>I can carry out a simple survey in my school or local area.</p> <p>I can use a simple pro forma to collect simple data- Tally</p> <p>I can draw a map of a real place known to me (e.g school journey)</p> <p>I can begin to understand the need for a key and use agreed symbols to make a key.</p> <p>I can use picture maps and large scale OS maps.</p> <p>I can use an infant atlas to locate places.</p> <p>I can find land and sea on a globe.</p> <p>I can add labels of features onto a sketch, map, photograph or aerial photograph.</p> <p>I can look down on objects and draw around them to make a plan view map.</p> <p>I can follow directions (up, down, left, right, forward, backwards)</p> <p>I can follow directions (North, South, East, West)</p> <p>I can follow a route on a map – in the locality/school site.</p> <p>I can use relative vocab – bigger/smaller, like/dislike.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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 digital technologies.</p> <p>I can try to make a map of a short route that I have experienced with the features in the correct order.</p> <p>I can make a simple scale drawing.</p> <p>I know why a key is needed and use standard symbols on OS maps.</p> <p>I can use large scale OS maps, map sites online and junior atlases.</p> <p>I can identify features on aerial photographs.</p> <p>I can draw a sketch map from a high view point. I can begin to match boundaries e.g find the boundary of a country.</p> <p>I can follow a route on a large-scale map e.g. while orienteering I can use 4 compass points to follow or give directions.</p> <p>I can use letter/numbers or co-ordinates to locate features on a map.</p> <p>I can begin to use the 8 compass points.</p> <p>I can ask geographical questions and offer my own ideas.</p> <p>I can use stories, atlases, pictures, photos and the internet as sources of information.</p> <p>I can investigate places on more than one scale.</p> <p>I can begin to collect and record evidence.</p> <p>I can analyse evidence and begin to draw conclusions.</p> <p>I can use simple database to present findings from fieldwork.</p> <p>I can draw an annotated sketch from observation including labels, description and titles. Select views to photograph.</p>	<p>I can begin to draw a variety of thematic maps based on my own data.</p> <p>I can begin to draw plans of increasing complexity.</p> <p>I can draw a sketch map using symbols and a key.</p> <p>I can recognise and use OS symbols and maps with. I can use atlas symbols, contents and index pages.</p> <p>I can recognise the world map as a flattened globe.</p> <p>I can draw a plan map with some accuracy. I can use a scale to measure distances.</p> <p>I can use maps and plans of a range of scales. I can find/recognise places on maps of different scales e.g Amazon Rainforest</p> <p>I can follow a route on an OS map and describe features shown.</p> <p>I can use 8 compass points.</p> <p>I can use 4 figure co-ordinates to locate features on a map.</p> <p>I can begin to use 6 figure grid references. I can suggest geographical questions for investigating and explain my method of who I will find the answer.</p> <p>I can use primary and secondary sources of evidence.</p> <p>I can collect and record evidence unaided. Such as interviews, databases, surveys.</p> <p>I can use graphs to display data collected.</p> <p>I can analyse evidence and draw conclusions e.g temperature of various locations.</p> <p>I can look at patterns and explain reasons.</p> <p>I can evaluate the quality of evidence collected and suggest improvements.</p> <p>I can use sketches as evidence in an investigation.</p> <p>I can annotate my sketches and describe and explain geographical processes.</p> <p>I can use photographic evidence in my investigations and evaluate the usefulness of the images.</p>
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