

Geography Progression of Knowledge and Skills

Children will be able to:

Year Groups	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Geographic Skills	<ul style="list-style-type: none"> - 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. - Understand the effect of changing seasons on the natural world around them <p>(DM, UTW, EYFS)</p> <ul style="list-style-type: none"> - Describe a familiar route - Discuss locations and routes, using words like 'in front of' and 'behind' <p>(DM, 3-4 years, Mathematics, EYFS)</p>	<ul style="list-style-type: none"> - Follow directions including N,S,E,W. - Have experience of maps and attempts to make their own, real or imaginary. - Use own symbols on imaginary map - Use a plan view - Use an Infant atlas to locate places. - Use NF books, stories, maps, pictures, photos and internet as sources of information. - Follow a route on a map using directional language such as near/far, left/right. - Have experience of aerial photographs and try to identify known places with support <p>Examples Include: Follow a route on maps using NSEW Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo. Use an infant atlas/globes to locate place Use large scale maps Use an Infant atlas to locate places. Use NF books, stories, maps, pictures, photos and internet as sources of information. Follow a route on a map using directional language such as near/far, left/right and</p>	<ul style="list-style-type: none"> - Use eight compass points to follow or give directions. - Use letters or number coordinates to locate features on a map. - Use large scale OS maps - Use atlases to find out about other features of places eg mountains. - Use NF books, stories, maps, pictures, photos and internet as sources of information. - Follow a route on larger scale maps. - Begin to use maps sites on internet (digimap /google/ mario) - Have experience of aerial - Photographs and identify known places. <p>Examples Include: Use eight point compass points well. Use letters or number coordinates to locate features on a map confidently. Begin to recognise symbols on an OS map. Use large and medium scale OS maps. Use atlases to find out about other features of places eg, mountains, weather patterns. Use NF books, stories, maps, pictures, photos and internet as sources of information. Follow a route on larger scale maps. use maps sites on internet (digimap/google/mario).</p>	<ul style="list-style-type: none"> - Use eight point compass points well. - Begin to use four figure coordinates to locate features on a map. - Recognise and use OS map symbols. - Use medium scale land range OS maps - Use atlases and globes to find out about other features of places e.g. mountains, weather patterns. - Begin to use primary and secondary sources of information for evidence. - Start to follow a short route on an OS map. - Use maps sites on internet (digimap/google/mario) - Continue to use satellite images and aerial photographs to extend learning within topic. <p>Examples Include: Use eight point compass points confidently and accurately. Begin to use six figure coordinates to locate features on a map. Recognise and use OS map symbols and describe features shown on a OS map. Draw and use maps and plan in a range of scales. Use primary and secondary sources of information for evidence. Follow a short route on an OS map independently. Use maps sites on internet (digimap/google/mario).</p>

		<p>understand how to use a key. Have experience of aerial photographs and try to identify known places</p>	<p>Use satellite images and aerial photographs to extend learning within topic.</p>	<p>Create maps using aerial photographs and satellite images.</p>
<p>Field Work</p>	<ul style="list-style-type: none"> - Draw information from a simple map. - Explore the natural world around them. <p>(DM, UTW, Children in Reception)</p> <ul style="list-style-type: none"> - Use all their senses in hands on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. <p>(DM, 3-4 years, UTW, EYFS)</p>	<ul style="list-style-type: none"> - Investigate their surroundings. - Make observations about where things are e.g. around school and local area. - Express their own views about places and the local area. - Draw simple features they observe in the local area. - Use a camera in the field, with help, to record what they have seen and label. - Experience simple scale drawings of the local area. - Experience simple plan views. <p>Examples Include: Begin to collect and record evidence with support. Use simple fieldwork and observational skills to study school and grounds. Investigate similarities and differences into local habitats. Gather data about specific habitats. Join labels to correct features on plans, maps and photographs. Try to make a simple scale Drawing. Experience simple plan views.</p>	<ul style="list-style-type: none"> - Begin to collect and record evidence. - Analyse evidence and draw conclusions eg make comparisons with two locations using photos , pictures, temperatures and location. - Draw a sketch of a simple feature from an observation or photo. - Make a map of a short route experienced with features in correct order. - Start to draw plan views. - Study of human and physical geography of a region in North America. <p>Examples Include Collect and record evidence. Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps. Begin to use a variety of sources of evidence to express views about the school. Begin to use recordings for their investigation. Begin to draw a variety of thematic maps based on their own data. Begin to draw a sketch map from a high view point. Continue to draw plan views.</p>	<ul style="list-style-type: none"> - Collect and record evidence. - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and influence on people and everyday life. - Use a variety of sources of evidence to express views about the local area. - Use sketches as evidence in an investigation in the local area. - Select and use a range of measuring instruments and investigations. - Begin to use recordings for their investigation. - Draw a variety of thematic maps based on their own data. - Make a map of short route experienced with features in correct order. - Use a database to interrogate and amend data collected. - Draw a plan view with some accuracy. <p>Examples Include: Collect and record evidence Unaided. Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it. Draw a sketch of key features of topic studied with increasing accuracy.</p>

				<p>Select and use a range of measuring instruments and investigations. Begin to use recordings for their investigation. Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Begin to draw plans of increasing complexity.</p>
<p>Place Knowledge</p>	<ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>(DM, UTW Ages 3-4)</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live. <p>(DM, UTW, Reception)</p>	<ul style="list-style-type: none"> - Identify and describe where places are in the UK. - Make simple comparisons between features of different places. <p>Examples Include Identify and describe where places are around the world. Make simple comparisons between features of different places. Recognise how places are linked to other places in the world. Compare and contrast a small area of the United Kingdom with a small area in a non-European country.</p>	<ul style="list-style-type: none"> — Study of human and physical geography of a region in North America. — Begin to identify significant places and environments. — Identify and describe where places are around the world. — Compare and contrast areas within North America. <p>Examples Include Study of human and physical geography of a region in South America (Mexico and Brazil). Begin to identify significant places and environments. Identify and describe where places are around the world.</p>	<ul style="list-style-type: none"> — Study of human and physical geography of a region of the United Kingdom (North West and London). — Identify significant places and environments. — Identify and describe where places are around the world. — Compare and contrast areas within the UK. — Study of human and physical geography of a region in a European country. — Confidently identify significant places and environments. — Identify and describe where places are around the world. - Compare and contrast areas within other European countries (Not UK).

				<p>Examples Include 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>Locational knowledge</p>	<ul style="list-style-type: none"> - Draw information from a simple map. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>(DM, UTW, Reception)</p>	<ul style="list-style-type: none"> — Learn names of countries within the United Kingdom. - Learn names of cities and surrounding seas in the United Kingdom. - Begin to match boundaries (e.g find same boundary of a country on different scale maps.) of the UK. - Begin to spatially match places e.g recognise UK on a small scale and larger scale map. - Locate and name on UK map major features e.g London, River Thames, home location seas. <p>Examples Include Name and locate the worlds' seven continents and five oceans. Begin to match boundaries (e.g find same boundary of a country on different scale maps.) around the world.</p>	<ul style="list-style-type: none"> - Name and locate states and main cities of North America concentrating on environmental regions, key physical and human characteristics, countries and major cities. - Locate places on larger scale maps and identify where equator, Northern and Southern Hemisphere are in relation to South America. <p>Examples Include Name and locate states and main cities of North America concentrating on environmental regions, key physical and human characteristics, countries and major cities. Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.</p>	<ul style="list-style-type: none"> - Name and locate a range of physical features (Hardraw Force) and explore how the river develops as it goes along its course. How has the river changed and what could happen in the future? <p>Examples Include 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>Human and Physical Geography</p>	<ul style="list-style-type: none"> - Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> - Know the four seasons and be able to describe the weather patterns in particular seasons. - Look at different of the world and identify why they are 	<ul style="list-style-type: none"> - Look at the different plates and explore the range of formations at these plates. 	<ul style="list-style-type: none"> - Look at the Yorkshire Dales and how river formations are created. Additionally, look at the human geography in the area. Include a field

	<ul style="list-style-type: none"> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>(DM, UTW Ages 3-4)</p> <ul style="list-style-type: none"> - 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>(DM, UTW Reception)</p>	<p>hot/cold - discuss their locational knowledge</p> <p>Examples Include: 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</p>	<ul style="list-style-type: none"> - Explore the human geography that could be effected due to their location. <p>Examples Include: Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes 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>	<p>trip to the Yorkshire Dales where the pupils apply their Geography skills.</p> <ul style="list-style-type: none"> - Look at the Middle-East and physical geography including: deserts, rivers and mountains. Additionally, look at the human geography in the area considering, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water