**Geography Key Stage Progression and Assessment**

| **Concept** | **EYFS** | **KS1** | **LKS2** | **UKS2** |
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| **Place - What makes a place? What features?** | Name and locate different parts of the local community.Use simple drawn maps or photos of the local area. Encourage the children to make own mapsand talk about them with their friends. | Children will be able to draw comparisons on their locality to other local places such as where their house, school, local parks, woodland, beach etc. are in relation to each other and will use simple reasoning to give explanation.Children will understand jobs and what jobs are in the local area.Children will know simple human and physical features of a locality (beach, forest, hill, shops). | Children will investigate places beyond their locality and have developed a wider knowledge of places in the UK and the World - what are they like, what makes up the place, human and physical features.Children will know some globally significant human and physical features.Compare patterns and processes using observations and maps to compare. | Children will understand the global significance of human and physical features.Children will make detailed comparisons between places and understand why features/ places change. |
| **Space - Locational - where is it?** **How does where it is affect the place ?- climate etc.** **How does this affect how people use the place?** | Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and park.  | Children will have simple locational knowledge.Children will have knowledge of their locality such as where their house, school, local parks, woodland, beach etc. are and that this makes up their locality.They will form simple conclusions as to why space is used as it is. | Children will understand what jobs / industries are in our local area **and** why.They will understand what forms a community.Children will investigate transport links and understand how jobs and the economy are affected by these.Children will understand that what is in the **place** impacts how we use the **space**. | Children will have an understanding of the economy and the use of the physical spaces through mapping out the zones of a location.Children will give detailed reasoning and comparisons about how a place is used, including population.They will understand the impact of significant things in the news and the effect this has on space. |
| **Environment - How does physical and human geography impact the area?** | Use the local area for exploring both the built and the natural environment.Express their opinions on natural and built environments.Go on walks in local community and talk about what they see, discuss how the park andtheir woods are different. | Children will identify the physical features within the immediate area.Children will understand the environment needed for farming and the food industry.They will understand what is meant by push and pull factors and what this means to an area.Children will have a simple understanding of culture. | Children will have a deeper understanding of push and pull to the area and the impact this has.They will understand how environments change over time.Children will have a deeper understanding of culture. | Children will investigate erosion and hazards on the environment..They will understand the relevance of significant events in the news e.g. lockdown, plastic pollutionChildren will partake in reasoning and debating looking at protecting the environment. |
| **Interconnection - the relationships between places and people.** | Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.  | Children will form **simple** connections between people and places and places and places. For example farm, food and distribution. | Children will develop an **understanding** of environmental and human processes of places and demonstrate a simple understanding of how these affect the people/place | Children will develop an understanding of the **impact** of environmental and human processes on places and what we can do about them, both positive and negative. |
| **Scale - The comparison of local and global.** | Follow simple directions.Draw and create their own maps using real objects, and/or pictures and symbols.Look at signs and symbols on different types of maps for example in school, and the local community.Use a simple map with symbols to spot features in the school grounds or in the local communityReal maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps. | Children will understand their place within their locality. For example house/street/village/town which is part of Suffolk, East Anglia and UK | Children will understand their place within the world. For example country/region/country/continent. | Children will understand how local events have global **impact** and global events have local **impact.** |
| **Sustainability - The capacity of the environment to support our lives and the lives of other living creatures in the future.** | Show care and concern for living things and the environment. | Children will understand what we and other living creatures need to support our lives and what is around us to do this. | Children will gain a **simple** understanding of sustainability.They will understand how environments support our and living creatures lives?Children will gain a simple understanding of human and physical impact on sustainability. | Children will gain an understanding of sustainable and unsustainable ways of life.They will understand and form an opinion of their role in a sustainable future..Children will know about renewable energy sources and their impact. |
| **Change - Explaining geographical phenomena by investigating how they have developed over time.** | Find out about the environment by talking to people, examining photographs,simple maps and visiting local places. | Children will understand that a place can change over time.Children will understand how a place has changed over time.They will gain a **simple** understanding of why changes are caused. For example by looking at two maps of different ages; looking at what is different and drawing a simple conclusion. | Children will understand that environmental change can be short or long term and can be impacted by human activity.Physical, environmental and human changes. | Children will understand that environmental, social, economic and technological change affects places differently.They will understand how current change can be used to predict the future and identify what would be needed to achieve a preferred and more sustainable future. |
| **Geographical enquiry** | Comment and ask questions about aspects of their familiar world such as theplace where they live or the natural world. Show care and concern for livingthings and the environment. | Children will be able to investigateplaces and environments by asking and answering questions, making observations and using sources such as simplemaps, atlases, globes, images and aerial photos. | Children will be able to investigate places and environments by asking and respondingto geographical questions, makingobservations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may thinkdifferently. | Children will be able to carry out investigations using arange of geographical questions, skills andsources of information including a variety ofmaps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. |