Roose School. Progression of skills and knowledge in Geography.

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge** | | | | | | | |
| **Locational Knowledge** | To understand where they live.  Can talk about key places in their local area and simple regular routes such as their journey from home to school. | To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | To name and locate the world’s seven continents and five oceans. | To 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  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) | To locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  To 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 | To locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  To begin to 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)  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical, and land-use patterns; and understand how some of these aspects have changed over time | To 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.  To locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  To 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) |
| **Place Knowledge** | To investigate the local area.  Engages with  information books  and IT to find  information linked  to geographical  themes they are  interested in. | To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom  To understand geographical similarities and differences through studying the human and physical geography. | To 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 studying the human and physical geography | 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 | To 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 | To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, and a region within Asia | To understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within the world. |
| **Knowledge of human and physical geography.** | To identify seasonal and daily weather patterns within the local area.  To use simple language to describe the physical and human features of the local environment.  Expresses views  about how to look  after our planet and  local environment.  Contributes to  school led projects  in the local area/  school grounds. | To use basic geographical vocabulary to refer to :key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Physical Features, including rivers.  Physical Features: beach, cliff, sea, coast.  Identify seasonal and daily weather patterns | To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,  To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port and harbour.  Identify seasonal and daily weather patterns | To understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  To begin to describe and understand aspects of human geography including;  economic activity including distribution of natural resources,  settlement and land use.  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  Investigate land use and issues around fair trade. Will investigate air miles for food | To understand physical geography, including: rivers, mountains, volcanoes and earthquakes  To understand 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  To understand physical geography, including: climate zones, rivers, biomes, vegetation belts, environmental issues. | To describe and understand key aspects of:  - physical geography including;  climate zones, biomes and vegetation belts, volcanoes and earthquakes.  To describe and understand aspects of 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. | To describe, understand and explain key aspects of:  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle  To describe, understand and explain key aspects of 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 |
| **Skills** | | | | | | | |
| **Map, atlases and globe skills.** | To explore maps and globes and understand what they are for.  Follows instructions  which include  positional and  directional language  and simple maps  to find hidden items  and locations. | Use world maps, atlases and globes to identify the United Kingdom  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 | To use world maps, atlases and globes to identify the continents and oceans.  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 | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | To use maps, atlases and globes to locate countries and describe features studied.  To use ordnance survey maps.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| **Compass skills/grid references.** | To begin to use directional language (left, right, near, far). | To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. | To use and construct basic symbols in a key for their own maps.  Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map | Use the points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | To use the eight points of a compass to describe the location of features and routes on a map. | To use four and six-figure grid references 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.  To select and give reasons for which method they would help them in certain tasks to help build their knowledge of the United Kingdom and the wider world. |
| **Fieldwork skills** | To investigate and explore the local school environment.  Draws, writes and  creates in response  to what they see  and learn out about. | 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. | To use simple fieldwork to identify and the key human and physical features of the local environment.  Investigate the key human and physical features of its surrounding environment | 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 | To use fieldwork to observe, measure and record the human and physical features in the local environment using a range of methods, including sketch maps, plans and graphs, and digital technologies | To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including accurate sketch maps, plans and graphs and digital technologies. | To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including accurate sketch maps, plans and graphs, and digital technologies.  To present their findings. |
| **Vocabulary** | Uses some  geographical  vocabulary when  talking about places,  the world and the  environment. Can  identify key features  and share their  knowledge. |  |  |  |  |  |  |