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| **Progression of Skills in: Geography** |

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| **EYFS** | | |
| **UNDERSTANDING THE WORLD** | | |
| **ELG 14:**  **ELG 15:** | **People, culture and communities:**   * **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;** * **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.**   **The Natural World:**   * **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 some important processes and changes in the natural world around them, including the seasons** |
| **What can I see in our local environ-ment? (Moseley)** | * To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. * To talk about some of the things they have observed, such as plants, animals, natural and found objects. * To talk about why things happen and how things work. * To develop an understanding of growth, decay and changes over time. * To show care and concern for living things and the environment. * Begin to understand the effect their behaviour can have on the environment * To look closely at similarities, differences, patterns and change in nature. * Knows about similarities and differences in relation to places, objects, materials and living things * Talks about the features of their own immediate environment and how environments might vary from one another * Makes observations of animals and plants and explains why some things occur, and talks about changes * Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints – from Maths (Spatial Awareness) |
| **What can I see in the different seasons?** |

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| **Skills** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GEOGRAPHICAL KNOWLEDGE** | | | | | | |
| **N.C.** | **North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, and identify: 4 countries and capitals of UK & surrounding seas.** | | **Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, and major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.** | | | |
| **The UK and local area** | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Develop knowledge of the human and  physical geography of a small area of the United Kingdom. | | Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | | Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of  these aspects have changed over time. | |
| **The world and continents** | Name and locate the world's seven continents and five oceans. | | Locate the world's countries, focusing on Europe and North and South America.  Identify the position and significance of latitude, longitude, Equator, Northern  Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). | | 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 regions, key physical and human characteristics, countries and major cities.  Identify the position and significance of latitude, longitude, Equator, Northern  Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). | |
| **GEOGRAPHICAL UNDERSTANDING** | | | | | | |
| **N.C.** | **Local scale study UK & Non - European country**  **Identify seasonal & daily weather patterns (UK & local scales). Identify hot & cold areas of the world in relation to Equator & North & South Poles** | | **Regional comparison UK, European country, North or South America**  **Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, and water cycle. Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, and water cycle.** | | | |
| **Physical themes** | 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.  Use basic geographical vocabulary to  refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | | Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.  Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle | | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.  Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. | |
| **Human themes** | Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | Describe and understand key aspects of human geography, including: types of settlement and land use. | | Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | |
| **Understanding places and connections** | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.  Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. | | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South  America.  Establish an understanding of the interaction between physical and human processes. | | Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.  Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.  Deepen an understanding of the interaction between physical and human processes. | |
| **GEOGRAPHICAL SKILLS AND ENQUIRY** | | | | | | |
| **N.C.** | **Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.** | | **Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.** | | | |
| **Map and atlas work** | 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.  Use simple compass directions (North,  South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the eight points of a compass, four and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | |
| **Fieldwork and investigation** | 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 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. | | Use a range of methods including sketch maps, plans and graphs, and digital technologies.  Use fieldwork to observe, measure, record and present the human and physical features in the local area. | | Use a range of methods including sketch maps, plans and graphs, and digital technologies.  Use fieldwork to observe, measure, record and present the human and physical features in the local area. | |