

## Knowledge, Skills and Understanding Progression for Geography at Yarm Primary School

<b>3 &amp; 4-year-olds will be learning to:</b>		<b>Children in Reception will be learning to:</b>	<b>ELG</b>
<b>Understanding the World</b>	<p style="text-align: center;"><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Remembers and talks about significant events in their own experience.</li> </ul> <p style="text-align: center;"><b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p style="text-align: center;"><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p style="text-align: center;"><b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p style="text-align: center;"><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>	<p style="text-align: center;"><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p style="text-align: center;"><b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

Year 1				
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> <li>•Can they say what they like about their locality?</li> <li>•Can they sort things they like and do not like?</li> <li>•Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>•Can they think of a few relevant questions to ask about a locality?</li> <li>•Can they answer questions about the weather?</li> <li>•Can they keep a weather chart?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they tell someone their address?</li> <li>•Can they explain the main features of a hot and cold place?</li> <li>•Can they describe a locality using words and pictures?</li> <li>•Can they explain how the weather changes with each season?</li> <li>•Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>•Can they tell something about the people who live in hot and cold places?</li> <li>•Can they explain what they might wear if they lived in a very hot or a very cold place?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they identify the four countries making up the United Kingdom?</li> <li>•Can they name some of the main towns and cities in the United Kingdom?</li> <li>•Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> <li>•Can they identify any characteristics of the UK?</li> <li>•Can they locate the UK on an atlas?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>•Can they answer questions using a weather chart?</li> <li>•Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name different jobs that people living in their area might do?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name a few towns in the south and north of the UK?</li> </ul>

Year 2				
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> <li>•Can they find out about a locality by using different sources of evidence?</li> <li>•Can they find out about a locality by asking some relevant questions to someone else?</li> <li>•Can they say what they like and don't like about their locality and another locality like the seaside?</li> <li>•Can they make plausible predictions about what the weather may be like in the UK and different parts of the world?</li> <li>•Can they recognise landmarks and human and physical features on an aerial photograph?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they describe some physical features of their own locality?</li> <li>•Can they explain what makes a locality special?</li> <li>•Can they describe some places which are not near the school?</li> <li>•Can they describe a place outside Europe using geographical words?</li> <li>•Can they describe some of the features associated with an island?</li> <li>•Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they describe some human features of their own locality, such as the jobs people do?</li> <li>•Can they explain how the jobs people do may be different in different parts of the world?</li> <li>•Do they think that people ever spoil the area? How?</li> <li>•Do they think that people try to make the area better? How?</li> <li>•Can they explain what facilities a town or village might need?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name the continents of the world and find them in an atlas?</li> <li>•Can they name the oceans surrounding the UK and find them in an atlas?</li> <li>•Can they name the capital cities of England, Wales, Scotland and Northern Ireland?</li> <li>•Can they find where they live on a map of the UK?</li> <li>•Can they identify any characteristics of Yarm?</li> <li>•Can they identify similarities and differences between England and Australia?</li> <li>•Can they point out the North, South, East and West associated with maps and compass?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>•Can they make inferences by looking at a weather chart?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they find the longest and shortest route using a map?</li> <li>•Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how the weather affects different people?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they locate some of the world's major rivers and mountain ranges?</li> </ul>

Year 3				
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> <li>•Do they use correct geographical words to describe a place and the events that happen there?</li> <li>•Can they identify key features of a locality by using a map?</li> <li>•Can they begin to use 4 figure grid references?</li> <li>•Can they accurately plot NSEW on a map?</li> <li>•Can they use some basic OS map symbols?</li> <li>•Can they make accurate measurement of distances within 100Km?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they use maps and atlases appropriately by using contents and indexes?</li> <li>•Can they describe how volcanoes are created?</li> <li>•Can they describe how earthquakes are created?</li> <li>•Can they confidently describe physical features in a locality?</li> <li>•Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>•Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they describe how volcanoes have an impact on people's lives?</li> <li>•Can they confidently describe human features in a locality?</li> <li>•Can they explain why a locality has certain human features?</li> <li>•Can they explain why a place is like it is?</li> <li>•Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>•Do they know the countries that make up the European Union?</li> <li>•Can they name a number of countries in the Northern Hemisphere?</li> <li>•Can they locate and name some of the world's most famous volcanoes?</li> <li>•Can they name and locate some well-known European countries?</li> <li>•Can they name and locate the capital cities of neighbouring European countries?</li> <li>•Are they aware of different weather in different parts of the world, especially Europe?</li> <li>•Can they use digital/computer mapping to locate countries and describe features?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>•Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain why a locality has certain physical features?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how people's lives vary due to weather?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name the two largest seas around Europe?</li> </ul>

Year 4				
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> <li>•Can they carry out a survey to discover features of cities and villages?</li> <li>•Can they find the same place on a globe and in an atlas?</li> <li>•Can they label the same features on an aerial photograph as on a map?</li> <li>•Can they plan a journey to a place in England?</li> <li>•Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> <li>•Can they use fieldwork to observe, measure, record and present the human and physical features in the local area (sketch maps, plans and graphs and digital technologies)?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they describe the main features of a well-known city?</li> <li>•Can they describe the main features of a village?</li> <li>•Can they describe the main physical differences between cities and villages?</li> <li>•Can they use appropriate symbols to represent different physical features on a map?</li> <li>•Can they use a key accurately?</li> <li>•Can they explain how a locality has changed over time with reference to human and physical features?</li> <li>•Can they explain how the water cycle works?</li> <li>•Can they explain why water is such a valuable commodity?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain why people are attracted to live in cities?</li> <li>•Can they explain why people may choose to live in a village rather than a city?</li> <li>•Can they explain how a locality has changed over time with reference to human features?</li> <li>•Can they find different views about an environmental issue? What is their view?</li> <li>•Can they suggest different ways that a locality could be changed and improved?</li> </ul>	<ul style="list-style-type: none"> <li>•Do they know the difference between the British Isles, Great Britain and UK?</li> <li>•Can they name up to six cities in the UK and locate them on a map?</li> <li>•Can they locate and name the countries that make up the UK?</li> <li>•Can they locate and name some of the main islands that surround the UK?</li> <li>•Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> <li>•Can they use digital/computer mapping to locate countries and describe features?</li> <li>•Can they name and locate many of the world's most famous mountain regions on maps?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>•Can they give accurate measurements between 2 given places within the UK?</li> </ul>		<ul style="list-style-type: none"> <li>•Can they explain how people are trying to manage their environment?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name some of the main towns and cities in the North East of England/Teesside?</li> </ul>

Year 5				
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> <li>•Can they collect information about a place and use it in a report?</li> <li>•Can they map land use and identify patterns?</li> <li>•Can they find possible answers to their own geographical questions?</li> <li>•Can they make detailed sketches and plans; improving their accuracy later?</li> <li>•Can they plan a journey to a place in another part of the world, taking account of distance and time</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>•Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they locate the USA and Canada on a world map and atlas?</li> <li>•Can they locate and name the main countries in South America on a world map and atlas?</li> <li>•Can they begin to recognise the climate of a given country according to its location on the map?</li> <li>•Can they use digital/computer mapping to locate countries and describe features?</li> <li>•Can they explain how the time zones work?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>•Can they work out an accurate itinerary detailing a journey to another part of the world?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>	

Year 6				
	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Expected	<ul style="list-style-type: none"> <li>•Can they confidently explain scale and use maps with a range of scales?</li> <li>•Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>•Can they make careful measurements and use the data?</li> <li>•Can they use OS maps to answer questions?</li> <li>•Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>•Can they begin to use 6 figure grid references?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain why many cities of the world are situated by rivers?</li> <li>•Can they give extended descriptions of the physical features of different places around the world?</li> <li>•Can they describe how some places are similar and others are different in relation to their human features?</li> <li>•Can they accurately use a 6 figure grid reference?</li> <li>•Can they create sketch maps when carrying out a field study?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain why people are attracted to live by rivers?</li> <li>•Can they give an extended description of the human features of different places around the world?</li> <li>•Can they map land use with their own criteria?</li> <li>•Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name and locate many of the world's major rivers on maps?</li> <li>•Can they recognise key symbols used on ordnance survey maps?</li> <li>•Can they name the largest desert in the world?</li> <li>•Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> <li>•Can they name the main lines of latitude, meridian of longitude and the equator?</li> <li>•Can they use digital/computer mapping to locate countries and describe features?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>•Can they define geographical questions to guide their research?</li> <li>•Can they use a range of self selected resources to answer questions?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they plan a journey to another part of the world which takes account of time zones?</li> <li>•Do they understand the term sustainable development? Can they use it in different contexts?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how human activity has caused an environment to change?</li> <li>•Can they analyse population data on two settlements and report on findings and questions raised?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name and locate the main canals that link different continents?</li> </ul>