

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

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

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

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

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

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

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

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