Geography

Progression and Skills Document

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| EYFS and KS 1  including direct reference to national curriculum aims | Locational Knowledge | Geographical Skills and Fieldwork | | | Place Knowledge | Human and Physical Geography |
| **1. Collect, analyse and communicate** with a range of data gathered through experiences of fieldwork | **2. Interpret a range of sources** of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information systems | **3. Communicate geographical information** in a variety of ways, including maps, numerical and quantitative skills and writing at length |
| R | 1.Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  2.Name the village and city the school is located in | 1.Use and draw information from a simple map  2.Look at aerial views and comment on buildings, open space, roads and other simple features | | | 1.Identify similarities and differences between places, drawing on my experiences and what has been read in class  2.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. | 1.Model the vocabulary needed to name specific features of the natural world, both natural and manmade  2.Understand the effect of changing seasons on the natural world around me |
| KS1 | 1. Name and locate the world’s **seven** **continents** and **five** **oceans**  E.g. Fire, Fire! Autumn B  2. Name, locate and identify characteristics of the **four** **countries** and **capital** **cities** of the United Kingdom and its surrounding seas  E.g. Fire, Fire! Autumn B | 1.  a. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and Physical features of its surrounding environment  E.g. Enchanted Woodland Summer A  b. 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  E.g. An Island Home Summer B | 2. 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  E.g. Fire, Fire! Autumn B | 3. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  E.g. Enchanted Woodland Summer A | 1. 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  E.g. Our Wonderful World Spring A | 1. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the ‘North’ and ‘South Poles’  E.g. An Island Home Summer B  2. 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  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  E.g. Enchanted Woodland Summer A and Spring A Hot and Cold places |
| KS 2  including direct reference to national curriculum aims | Locational Knowledge | Geographical Skills and Fieldwork | | | Place Knowledge | Human and Physical Geography |
| **1. Collect, analyse and communicate** with a range of data gathered through experiences of fieldwork | **2. Interpret a range of sources** of geographical information, including maps, diagrams, globes, ariel photographs and Geographical information systems | **3. Communicate geographical information** in a variety of ways, including maps, numerical and quantitative skills and writing at length |
| LKS2 | 1. Locate the world’s **countries**, using maps to focus on **Europe** (Inc. Russia) and begin concentrating on their **environmental** **regions**, key **physical** and **human** characteristics, **countries**, and **major** **cities**. *E.g. Our Neighbours in Europe Autumn A*  2. Name and locate **counties** and **cities** of the **United** **Kingdom**, geographical regions and their identifying human and physical characteristics, and **land**-**use** **patterns**; and understand how some of these aspects have changed over time *E.g. The UK: Counties, Cities, Regions Summer A*  3. Identify the position and significance of the **Equator**, **Northern** and **Southern** **Hemisphere**, The **Tropics** of **Cancer** and **Capricorn**.  *E.g. Our Neighbours in Europe Autumn A; Rainforests Spring A* | 1. Use fieldwork to observe and measure the human and physical features using a range of methods, including **sketch** **maps**, **plans** and **graphs** *E.g. Mapping an Earthwork Spring B* | 2. Use maps, atlases and globes to locate countries and describe features studied. *E.g. Our Neighbours in Europe Autumn A; The UK: Counties, Cities, Regions Summer A; Mapping an Earthwork.*  *Spring B* | 3. begin to use the **eight points** of a compass, up to  4-**figure** grid references, **symbols** and **key** (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *E.g. Mapping an Earthwork Spring B* | 1. Understand geographical similarities and differences through the study of human and physical geography, a region in the UK and a European country *E.g. Investigating Settlements Summer B* | 1. Describe and understand key aspects of:  physical geography, including:   * Climate zones * Biomes * Vegetation belts   2. Describe and understand key aspects of:  human geography, including:  a. Types of settlement  and land use  b. Economic activity  c. Trade links  d. The distribution of natural resources including energy, food, minerals and water |
| UKS2 | 1. Locate the world’s countries, using maps to focus on **North** and **South** America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  E.g. South America Autumn B  2. Name and locate **counties** and **cities** of the **United** **Kingdom**, geographical regions and their key topographical features (Inc. **hills**, **mountains**, **coasts** and **rivers**), and **land**-**use** **patterns**; and understand how some of these aspects have changed over time  E.g. Rivers and Coast Autumns A  3. Identify the position and significance of the **Equator**, **Arctic** and **Antarctic** Circle. **Prime**/**Greenwich** **Meridian** and **time** **zones** (including **day** and **night**) identify the position and significance of **latitude**, **longitude**  E.g. Earth, Mountains and Extreme Weather Spring B | 1. 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**.  E.g. Orienteering Day Autumn A | 2. use **maps**, **atlases**, **globes** and **digital**/**computer** (google earth/strava) mapping to **locate** countries and describe features studied  E.g. South America Autumn B | 3. continue to use the **8 points** of the **compass** and extend to **6-figure** grid references, **symbols** and **key** (including the use of **Ordnance** **Survey** maps) to build their knowledge of the United Kingdom and the wider world  E.g. Orienteering Day Autumn A | 1. Understand geographical similarities and differences through the study of human and physical geography of a region within **North** or **South** **America**  E.g. South America Autumn B | 1. Describe and understand key aspects of:  physical geography, including:   * Climate zones * Rivers * Mountains * Volcanoes * Earthquakes * Water cycle   2. Describe and understand key aspects of:  human geography, including:   * Types of settlement and land use * Economic activity and Trade links * The distribution of natural resources including energy, food, minerals and water |