

## Geography Progression of Skills

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

	physical features of its surrounding environment.		
<b>Location knowledge and map skills</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
Children know about similarities and differences in relation to places, objects, materials and living things.	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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.</p> <p>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).</p>	<p>Locate main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>

Place Knowledge			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Children talk about the features of their own immediate environment and how environments might vary from one another.	<p>Understand geographical similarities and differences through studying the human and physical geography of a country in the United Kingdom, and of an area in a contrasting non-European country (Africa).</p> <p>Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Kenya, Africa.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a place in the United Kingdom, and a European country.</p> <p>Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain etc</p>	<p>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/South America.</p> <p>Understand geographical similarities and differences through the study of key cities linked with current world issues.</p>
Human and Physical knowledge/skills			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>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 same.</p> <p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Pupils will describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle and extreme weather events</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</li> </ul>	<p>Pupils will describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography including coasts and rivers and the water cycle including transpiration; mountains, climate zones, biomes and vegetation belts.</li> <li>Human geography including trade between UK, Europe and rest of the world.</li> </ul>

	Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	resources including energy, food, minerals and water	<ul style="list-style-type: none"> <li>• Fair/unfair distribution of resources (Fairtrade).</li> <li>• Distribution of natural resources including a study of a contrasting country in developing world</li> </ul>
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## Outline of Geographical Vocabulary progression

EYFS	KS1	KS2
map/maps  positional language, e.g. above, below, next to  weather (sun, rain, wind, snow etc.)  seasons (Autumn, Spring, Summer, Winter)  months (January, February, March, April, May, June, July, August, September, October, November, December)  environment	<u>By the end of Key Stage 1 Children will be able to use the geography language:</u>  beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather  City, town, village, factory, farm, house, office, port, harbour, shop  Compass, North, South, East and West, near, far, left and right  United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel  Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Mediterranean Ocean	<u>By the end of Key Stage 2 Children will be able to use the geography language:</u>  climate zones (tropical/temperate/polar)  biomes (tundra/shrubland/rainforest/grassland/desert/temperate/savanna) and vegetation belts  types of settlement (urban/rural/hamlet/dispersed/scattered/nucleated/town/city/village)  mountains (convergent boundary, fold mountains)  water cycle (evaporation, condensation, precipitation, atmosphere, climate, water vapour, surface run-off, transpiration, percolation)  volcanoes and earthquakes (Volcano, crust, vent, crater, core, ash, mantle, eruption, ring of fire, lava, magma, active, dormant, extinct,

		<p>divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity)</p> <p>rivers (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion)</p> <p>land use (housing, recreation, educational, transport, roads, leisure, commercial)</p> <p>economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase)</p> <p>the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron)</p>
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