



Geography Progression of skills

Locational knowledge – Build and develop their knowledge of places and areas of the world. Name a locate seas, oceans, continents, countries, cities and towns as well as key regions such as the equator and hemispheres.

Place Knowledge-How to compare and contrast places, regions and countries, according to human and physical features.

Navigation- Learn how to read and interpret maps, keys, scales, atlases, globes. Know the points of a compass.

Fieldwork- Learn relevant skills to be able to carry out fieldwork in different settings. Observe and record measurements and findings accurately. Collect, interpret and present data using instruments and equipment.

Human Geography- Learn how humans use and influence the landscape. Recognise the relationship between the environment and trade, settlement and transport. This will include learning about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Physical features and processes- Develop an understanding of different environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.

Key Stage 1 *-Extra comments added

	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
Locational knowledge	<u>Understanding the world-3-4year olds</u>-Talk about what they can see using a wide vocabulary *Can I state that I live in Hull?	As a geographer: <u>Understanding the world-</u> <u>Reception</u>-Draw information from a simple map *Do I know that the world has land (countries) and water (oceans) *Do I know my address? *Can I name the city and country I live in?	As a geographer: Can I name and locate Hull on a UK map? Can I name the 4 countries of the UK and locate them on a map? Can I name the capital city of England? Can I name the surrounding seas/oceans of the United Kingdom? Identify the location of the North and South Poles and the Equator on a map or globe?	As a geographer: Can I name and locate the four countries making up the British Isles, with their capital cities? Can I name and locate the 7 continents on a World Map? Can I name and locate the world's oceans? Can I identify hot and cold areas of the world in relation to the Equator?	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	<u>Understanding the world-3-4year olds</u> I show interest in different occupations Know that there are different countries in the world and talk about the differences they have experienced or seen in photos *Can I talk about where I live?	<u>Understanding the world-</u> <u>Reception</u>- Recognise some similarities and differences between life in this country and life in other countries. *Can I talk about people and places in my local environment? *I can name some people that help us. *I can name some features of familiar places and settings in stories?	As a geographer: Can I recognise similarities and differences of geographical features in my own immediate environment? Can I talk about people and places within mylocal environment? Can I compare Hull/Wawne with a contrasting place in the UK then world? Can I talk about people and places beyondmy local environment? Can I identify the key features of a location in order to say whether it is a city, town, village,coastal or rural area?	As a geographer: Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area? Can I compare a local City/town in Englandwith a contrasting city in a different country? Hull, Wawne, London & Iquitos-Peru, Coll-Scotland & Agra-India Hiroshima-Japan & Alice Springs/Cairns-Australia Bridlington/Scarborough Africa-Kenya Saying how they are similar/dissimilar (Beginning)	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

	*Can I talk about what I can see in the pictures in stories? *Can I talk about my home?	<u>ELG-People, culture & communities-</u> -Describe their immediate environment using knowledge from observation, discussion, stories, NF text & maps. -ELG-Explain some similarities & differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	Can I tell you what I like/do not like about the place in which I live.		
Human Geography	*Can I use simple geographical vocabulary to describe features seen in my local area and in pictures and stories?	I know that some things in our world are made naturally and some are made by people. <u>ELG-People, culture & communities-</u>Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.	Y1-Do I understand some of the ways that humans can affect the world around us? Can I identify land use around the school?	Y1/2-Do I understand how everyday actions can help reduce waste and save energy Y2 -Can I use geographical vocabulary such city, town, village, factory, farm, house, office,harbor, shop to refer to human features of places studied?	
PhysicalGeography	*Can I use relevant vocabulary to describe the weather? *Can I use simple geographical vocabulary to describe features seen in my local area and in pictures and stories?	<u>Understanding the world- Reception-</u>Recognise that some environments are different to the one in which they live. *Can I talk about the weather I have seen? *Can I use simple geographical vocabulary to describe features seen in my local area, in stories and on simple picture maps. <u>ELG-The Natural World-</u>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.	As a geographer: Can I ask and answer geographical questions such as: What is this place like? What or who will see in this place? What do people do in this place? Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? Y1 -Can I talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis?	As a geographer: Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles? Africa, India, Peru, North Pole, Y2-Do I understand some of the ways the world climate is changing? Y2- Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, to refer to the physical features of places studied?	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 Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Fieldwork	*Can I use simple geographical vocabulary to describe features seen in my local area and in pictures and stories?		To use aerial photographs and plans to identify the key features of my classroom/school Can I use simple fieldwork to observe, measure and record the human and physical features in the local area?	To use aerial photographs and plans to identify the key features of the local area. To identify similarities and differences between 2 areas and sets of data.	
Navigation Geographical Skills	<u>Mathematics-3-4 year olds</u>-Understand position through words alone. Describe a familiar route. Discuss routes and locations using words such as in front of/behind	*Can I use simple locational and directional vocabulary to describe location of features? *Can I create a simple map- adding pictures of familiar features? Can I talk about where I live and how I travel to school?	As a geographer: Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities? Do I know the position of North, South, East and West on a compass? Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map? Can I use simple locational and directional vocabulary to describe location of features? Can I use a simple key to recognise physical or human features on a map? Can I create a simple map of my local environment?	As a geographer: Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can I use the four points of a compass to describe the location of features on a map? Can I use aerial images and plan perspectives to recognise landmarks and basic physical features? Can I devise a simple map, and use and construct basic symbols in a key? Can I use simple grid references? (A1, B1) Can I use fieldwork to observe, measure and record the human and physical features in the local area?	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 [for example, near and far; left and right], to describe the location of features and routes on a map

Key Stage 2

	Lower Key Stage 2 Years 3 & 4	Upper Key Stage 2	End of KeyStage Expectations
	- With a focus on the United Kingdom, a region of South America (Brazil) and some European Countries.	- With a focus on United Kingdom, European Countries (Italy, Greece, Russia) and North America.	
Locational knowledge	As a geographer: <u>Year 3</u> Do I know the position of the Arctic and Antarctic circles? Can I name the continents, oceans and major countries on the map-specifically those in Europe and South and Central America? Do I know that countries are separated by borders? <u>Year 4-</u> Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, coast, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I identify the Equator, Northern and Southern Hemispheres on a globe? Can I explain my own views about locations, giving reasons?	<u>Year 5</u> Can I identify the position of the hemispheres, Equator and the Tropic of Cancer and Capricorn. Can I name and locate some of the world's countries including Russia and the countries in North and South America. Can I identify and describe the main human and physical characteristics of a region of North America and Russia? <u>Year 6-</u> Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)? Can I compare and contrast a region in North America and Russia with the UK?	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. 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. 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).

Place knowledge	<u>Year 3-</u> Can I describe how some places are similar and dissimilar in relation to their human and physical features (within uk) Can I describe some of the features of the following areas: the Equator, Northern Hemisphere? Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use? <u>Year 4</u> Can I describe geographical similarities and differences between a region in the United Kingdom and a contrasting region-one in a South American country? Can I describe geographical similarities and differences between countries? Explain the difference between the British Isles, Great Britain and the United Kingdom.	Can I identify the main physical and human characteristics of the countries of Europe? Can I understand some of the reasons for geographical similarities and differences between countries? Can I explain how locations around the world are changing and explain some of the reasons for change? Can I explain and discuss a range of reasons for geographical similarities and differences between countries? Can I describe geographical diversity across the world? Can I describe some of the features of the following areas: The Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones? Can I identify human geographical features of a region in a European country (Greece)? Can I compare and contrast a region in mainland Greece to the Greek Islands? Can I compare and contrast a region in a European Country (Greece/Italy) and a region in UK (Lake District/ Cornwall)?	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 or South America
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Human Geography	Can I ask and answer geographical questions about the human characteristics of a location? Y3- Do I understand and demonstrate some of the actions humans can take to reduce the effects of climate change. Y4- I can explain how physical features of a landscape influence where settlements have developed and how the land is used. Y4- Can I describe and explain the features of different types of settlements and identify similarities and differences. Y4- I understand how settlements have changed over time. Y4- Can I explain the importance of ports and the role they play in trade and distributing resources around the world. Y4- I understand about renewable and non renewable sources of energy. I understand how energy use in settlements has changed over time and the impact for the future.	Y5 Use maps, atlases and globes and digital computer mapping to locate countries and describe human and physical features. Y5- Name and locate many of the world's most famous rivers and explain why most cities are situated near rivers. Y5 I understand the concept of food miles and th impact this can have on the environment Y5- I understand a range of strategies that can be used to reduce the negative impact that humans have on the environment. Y6- I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade. Y6 I understand the concept and impact of deforestation on a local and global scale.	
Physical Geography	I understand the structure of the earth I can describe and explain the key features of rivers. I can explain the physical process that cause rivers to shape the land. I can explain the key Aspects of the water cycle. Can I ask and answer geographical questions about the physical characteristics of a location? Can I describe key aspects of physical geography, including rivers and mountains, and vegetation belts?	Y5-I understand the structure of the earth and features such as tectonic plates and lava. I can describe and understand the aspects of volcanoes and locate some of the world's most famous volcanoes. I describe and understand the key aspects of earthquakes. Y6-Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. I understand that climate is the usual condition of the weather,rainfall,humidity and wind in a place. I know the 6 main climates and landscapes-polar,termperate,tropical,asrid, Mediterranean and tundra. Can I collect and analyse statistics andother information in order to draw clearconclusions about locations? Can I explain how countries and geographical regions are interconnected and interdependent?	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, andthe distribution of natural resources including energy, food, minerals and water

Fieldwork	Y3- Can I follow a structure for presenting fieldwork investigations and findings? Y3/4 Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies? Y4- Can I use different types of fieldwork to observe, measure and record the features in a local area Y4 – Can I explain trends or patterns seen after making comparisons or by noting cause and consequence.	Y5-Can I use different types of fieldwork (random and systematic) to observe,measure and record the human and physical features? Can I record the results in a range of ways? Can I use observations and data to analyse, draw conclusions and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) Y6-Can I collect and measure information accurately eg rainfall, temperature, wind speed etc.. Y6- To present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence.	
Geographical skills (Navigation)	Y3-Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Y4- Can I use a wider range of resources to identify the key physical and human features of a location? Y3- Can I use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world? Can I create maps of locations identifying some features using a key? Y4- Can I use 8 points of a compass to plan a journey from one place to another? Y4- To use ordnance survey maps to explore the local area and identify key features.	Y5-Can I use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? Y5- Do I understand scale factor? Y5- Can I use digital mapping technology (GIS) to trace physical features of an area. Y6- Can I use ordnance survey symbols and 6 figure grid references Y6- Can I read and calculate distances from a scale?	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-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 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.

Second order concepts-are knowledge and skills that are transferrable across a range of subjects.

Significance	Similarity & difference	Cause and consequence	Continuity and change	Responsibility	Communication	Enquiry
Significant places, countries, seas, oceans. Significant features- mountains, volcanoes, river	Making comparisons between places, localities and regions. Comparing human and physical features	Understanding the effect of humans and nature on landscapes and settlements.	How and why physical and human features have changed over time.	How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources.	Using geographical terms, explaining processes and presenting and interpreting data.	Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits.