St George's C of E Primary School- Progression of Knowledge and Skills in Geography

Strand	Reception – by the end of EYFS if meeting ELG	Year 1	Year 2
Locational Knowledge	• Using maps, fieldwork and stories (link with fieldwork and map work skills) • Know they live on Earth and some know they live in England • Know what road the school is on • Know the name of the street they live on • Know that they live in (or near) Westhoughton and the area is called Bolton/Greater Manchester Is there a name for the planet we live on? Do you know what street school is on? Do you know the name of your street? Where do you live? Can you find any street names on your way to school?	• Name and locate the four countriesmaking up the British Isles, with their capital cities. • Name the surrounding seas of the UnitedKingdom. • Discuss the main features of each of the four countries that make up the United Kingdom. What is meant by the world or earth? Can you find some continents across the world? Why is the UK an island? What seas are surrounding us? How do you know you know on the globe/map that this is the sea? What 4 countries make up the UK? Can you name some physical features of England? Can you identify a city on your map? What is a coast?	• Locate and name the continents on a World Map. • Locate and label the five oceans. • Name, locate and identify the characteristics ofthe four countries and capital cities of the United Kingdom and its surrounding seas. What are the four countries and capital cities of the UK? What are some of the physical and human features of these places? Can you locate them on a map? What seas surround the UK? What are the 5 oceans and 7 continents?
Place Knowledge	• Recognise that some environments are different to their own • Identify some features within the school grounds • Identify some features of the wider local area and note if it is different to where they live • Identify some natural and man-made features, with support; using stories and role play, know some areas nationally and globally that are different to their own and recognise features of those areas What can you see in Westhoughton that isn't near where you live? Are there more natural spaces (parks, grass areas) than near your house? What can we see in the distance? What can you see in the distance from our school / your house? What is it like in this place? *Questions can link to book, photographs, etc.*	• Recognise similarities and differences ofgeographical features in my own immediate environment. • Discuss people and places within my local environment. • Discuss people and places beyond the local environment. • Identify the key features of a location in order to say whether it is a city, town, village,coastal or rural area. Do we live in an urban or rural area? Why do you think that? What if we take a local walk away from school – is it all urban or are there any physical features? What is the same / what is different between: our school and a village? A city? Can you point to the coast on a map? Can you point to a farm and rural area? Why do you think ____ is there? How is this place the same / different to where we live?	• Compare a local City/town in England with a contrasting city in a different country. • Say whether a place is in the city or the country. In what ways are Manchester and _____ different? Why is it like that? What are the physical and human features of the area? How do you know? How are these places similar and different?

Human and Physical Geography	• Understand the effect of changing seasons on the natural world around them • Know about the weather and how to dress for certain seasons • Identify man-made and natural features locally and in contrasting localities they have learned about through stories/teaching. What season is it? What is the weather today? Do we need to dress differently for the weather outside today? Can we still go outside when it rains and snows? Can you find or point to a natural object in our school grounds? Which objects are man-made? Why might there be lots of houses being built?	• Compare and contrast the human andphysical features of two British localities. • Compare and contrast a farm with thecity/seaside. • Discuss weather in the UK, what happens in different seasons and how weatherchanges on a daily basis. • Compare the weather in different parts of the UK. • Use geographical vocabulary: weather, seasons, north, south, east, west, spring, summer, autumn, winter, symbols, forecast, temperature, beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office, shop. • Refer to the physical and human features of places studied. What is a physical / human feature? What are the physical and human features where we live? Can you find these human and physical features when we carry out fieldwork or look at a map? What types of weather are there? Is weather in our area always the same? What are the seasons? What is the weather like in each season? Does it change?	• Describe and compare weather in the UK and how weather changes on a daily basis. • Compare the weather in the UK to an equatorial country (Singapore) • Ask and answer geographical questions. • Discuss hot and cold parts of the world in relation to the equator and North/South Poles. • Compare and contrast the human and physical features of a British locality with a non-European locality. • Use geographical vocabulary: north east, south east, south west, north west, climate, poles, south pole, north pole, equator, ocean, soil, valley, vegetation, port.
Geographical Enquiry and Skills	• Use Geographical vocabulary such as natural, man-made, spring, summer, autumn, winter, weather • Children can identify, with support, man-made and natural objects in the local area • Make simple drawings of man-made and natural features of the local area and wider local area • Ask simple questions linked to what we are learning about Can you draw a map of _____ from the story? Is it man-made or natural? What are you drawing?	• Ask Geographical questions (What is it like to live in this place?) • Express their own views about a place (climate, landscape) • Use Geographical vocabulary such as hill, far, near, North, East, South, West weather, seasons, north, south, east, west, spring, summer, autumn, winter, symbols, forecast, temperature • Use UK maps on a range of scales • Use secondary sources of information, such as videos, artefacts, trips, stories, photographs • Make maps and plans Can you use this object to create a map? Can you tell me about your map? Can you describe the size of Westhoughton compared to a village or city? Tell me about your holiday – what was it like there?	• Ask Geographical questions (what is it like to live in this place.) and apply their understanding. • Express their own views about a place (climate, landscape) • Use Geographical vocabulary such as hill, far, near, north east, south east, south west, north west, climate, poles, south pole, north pole, equator, • Use globes, UK maps and world maps on a range of scales • Use secondary sources of information, such as videos, artefacts, trips, stories, photographs • Make maps and plans

Geographical Skills and Fieldwork	• Draw information from a map – know the road of school, the road they live on; know school is in Westhoughton and the area is called Bolton / Greater Manchester • Talk about what they see in maps and aerial pictures of the local area. **Some** children will draw imaginary maps from stories or create, plan or draw maps of the local area • Use age appropriate mathematical skills to count objects linked to Geography Can you see our school on this map/picture? Can you find it on the map? Can you see ____ on the map? Have you visited Westhoughton / Bolton centre?	• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities. • Learn and use the four points of a compass to describe the location of features on a map. • Use aerial images to recognise landmarks and basic physical features. • Use simple fieldwork to observe, measureand record the human and physical features in the local area. • Use a simple key to recognise physical orhuman features on a map. What are the four points of a compass? What do you think this symbol on the map represents? Explore school grounds/outdoor learning area to collect data – how many cars/trees, etc? Visit Market Street (Westhoughton) – how many shops are there? Which shop is your favourite and why? Create tally charts or pictograms to find out how people travel to school.	• Use maps, atlases, globes and digital/computer (Digimaps) mapping to locate countries and describe features studied. • Learn and use the four points of a compass to describe the location of features on a map. • Learn and use the eight points of a compass to describe the location of features studied. • Use aerial images and plan perspectivesto recognise landmarks and physical features. • Devise a simple map, and use andconstruct basic symbols in a key. • Use simple grid references. • Use fieldwork to observe, measure and record the human and physical features in thelocal area.

Strand	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**Consolidation of Y2 knowledge:** - Locate and name the continents on a world map - Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and surrounding seas. • I can name and locate counties and cities of the United Kingdom and locate some countries of Europe. • I can begin to locate geographical regions and their identifying human and physical characteristics.	**Consolidation of Y3 knowledge:** - I can name and locate counties and cities of the United Kingdom. • Explain my own views about locations, giving valid reasons. • Locate and describe geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers and how some of these have changed over time. • Name and locate the countries of Europe. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date/time zones.	• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns and understand how some of these aspects have changed over time. • Name and locate the countries of South and Central America. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North America. • 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	• I can begin to compare geographical regions and their identifying human and physical characteristics. • I can identify the main physical and human characteristics of the countries of Europe. • I can describe geographical similarities and differences between a region in theUnited Kingdom and one in a European country. • I can describe how the locality of the school has changed over time.	• I can identify the main physical and human characteristics of the countriesof Europe. • I can describe geographical similaritiesand differences between countries. • I can describe how the locality of theschool has changed over time.	• I can understand some of the reasonsfor geographical similarities and differences between countries. • I can explain how locations around theworld are changing and explain someof the reasons for change. • I am beginning to understand and explain geographical diversity acrossthe world.	• I can understand some of the reasonsfor geographical similarities and differences between countries. • I can explain how locations around theworld are changing and explain someof the reasons for change. • I am beginning to understand and explain geographical diversity acrossthe world.
Human and Physical Geography	• I can ask, answer and develop geographical questions about the physical and human characteristics of a location. • I can describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area inthe United Kingdom and an area in a European country. • I can describe key aspects of human geography including settlements andland use of an area in the United Kingdom and an area in a Europeancountry.	• I can ask, answer and begin to apply geographical questions about the physical and human characteristics of a location to improve my understanding. • I can describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the watercycle. • I can describe key aspects of human geography including settlements and land use.	• I am beginning to collect and analyse statistics todraw conclusions about places. • I am beginning to identify how the physical features affect the human activity within a location. • I can identify and describe the main human and physical characteristics ofSouth and Central America. • I am beginning to understand how countries and geographical regions are interconnected and interdependent. • I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and how they have changed. • I can describe and understand key aspects of physical geography, including: climate zones, biomes andvegetation belts, rivers, mountains, volcanoes and earthquakes and thewater cycle. • I am beginning to understand key aspects of human geography, focusing on energy, food, minerals, water and trade links (fairtrade)	• I can collect and analyse statistics to draw clearconclusions about locations. • I can identify and describe how thephysical features affect the human activity within a location. • I can identify and describe the main human and physical characteristics ofNorth America. • I can explain how countries and geographical regions are interconnected and interdependent. • I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changedover time. • I can describe and understand key aspects of physical geography, including: climate zones, biomes andvegetation belts, rivers, mountains, volcanoes and earthquakes, and thewater cycle. • I can decribe key aspects of human geography, focusing on energy, food, minerals, water and trade links (fairtrade)

Geographical Enquiry and Skills	• Ask geographical questions and apply their understanding, whilst developing appropriate geographic vocabulary. • Observe and record (buildings in the street, local area etc.) • Express their own views about their local environment (litter) • Begin to communicate through writing at length and numerical skills (maps) • Use Geographical vocabulary such as (INSERT river vocab) • Use globes, maps on a range of scales • Use, with support, secondary sources of information, such as videos, artefacts, museum trip, stories and photographs. • With support, make maps and plans	• Ask geographical questions and apply their understanding using appropriate geographical vocabulary. • Observe and record (buildings in the street, local area etc.) • Express their own views about their local environment (litter) • Communicate through writing at length and numerical skills (maps) • Use Geographical vocabulary such as (INSERT river vocab) • Use globes, maps on a range of scales • Use, with increasing independence, secondary sources of information, such as videos, artefacts, museum trip, stories and photographs. • Make maps and plans	• Ask geographical questions (What is this landscape like.) • Observe, collect, record and analyse evidence (carrying out a survey about populations) • Identify and explain different views that themselves or others have on topical issues (global warming) • Communicate through writing at length and numerical skills, such as newspaper reports, letters of persuasion or complaint, rallies etc. • Use geographical vocabulary appropriately. • Use fieldwork technology such as cameras, rain gauges and scales. • Use secondary sources of information, such as aerial photos • Make maps and plans at a range of scales (sketch a map of a locality) • Use ICT to help in geography investigations, such as creating a data file to analyse) • Develop decision making skills (What measures are needed to improve safety in our area.)	• Ask geographical questions and compose opinions as a result of responses. • Observe, collect, record and analyse evidence (carrying out a survey about populations) • Identify and explain different views that themselves or others have on topical issues (global warming) • Communicate through writing at length and numerical skills, such as newspaper reports, letters of persuasion or complaint, rallies etc. • Use, apply and explain geographical vocabulary in context. • Use fieldwork technology such as cameras, rain gauges and scales. • Use and explain secondary sources of information to form and justify geographical opinions. • Make maps and plans at a range of scales (sketch a map of a locality) • Use ICT to help in geography investigations, such as creating a data file to analyse) • Develop decision making skills (What measures are needed to improve safety in our area.)
Geographical Skills and Fieldwork	• Use, with support, maps, atlases, digital sources.(google earth) • I can use fieldwork to observe and record the human and physical featuresin the local area using a range of methods including sketch maps, plans, graphs and digital technologies. • I can use the eight points of a compass,simple grid references, symbols and keysto communicate knowledge of the United Kingdom and the wider world.	• Use, with increasing independence, maps, atlases, digital sources. (google earth) • I can use fieldwork to observe and record the human and physical featuresin the local area using methods including sketch maps, plans and digital technologies. • Use a range of resources to identify key physical and human features of a place. • I can use the eight points of a compass,four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. • I can create maps of locations identifying some features using a key.	• I can use a few geographical resources togive descriptions and opinions of features of a location. • I can use different types of fieldwork (random and systematic) to observe measure and record the human and physical features of the local area. • I can record the results in different ways. • I can talk about the effectiveness of different geographical representationsof a location (such as aerial images compared with maps and topologicalmaps) • I can use the eight points of a compass,four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. • I can create maps of locations, identifying patterns such as: land use, climate zones, population densities andheight of land.	• I can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location. • I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. • I can record the results in a range ofways. • I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps andtopological maps) • I can 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 my knowledge of the United Kingdom andthe wider world. • I can create maps of locations, identifying patterns such as: land use, climate zones, population densities andheight of land.