

Todwick Primary School
 Geography Progression of Knowledge and Skills

Level Expected at the End of EYFS

Geography			
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. 	
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.
		The Natural World	<ul style="list-style-type: none"> • 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.

Todwick Primary School

Geography Progression of Knowledge and Skills

Key Stage One

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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;
- 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;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Todwick Primary School
Geography Progression of Knowledge and Skills

Key Stage Two

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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.

Todwick Primary School
 Geography Progression of Knowledge and Skills
Progression of Skills EYFS - Year 6

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>To understand a globe and point out which parts are land and which are sea.</p> <p>Know and name some countries of the World.</p> <p>Know that they live in England.</p> <p>To be familiar with where about on a globe our country is.</p> <p>To begin to make comparisons of location between the United Kingdom and Mexico and United Kingdom and China.</p>	<p>Know the four countries that make the United Kingdom.</p> <p>Name, locate and identify characteristics of the four countries.</p> <p>Know the capital cities of the four countries of the United Kingdom.</p> <p>Name and locate the seas and oceans that surround the United Kingdom.</p>	<p>Name and locate the countries of the UK, their capital cities and major characteristics.</p> <p>Recognise that the UK is part of the continent of Europe.</p> <p>Children can compare and contrast some characteristics of the 4 countries of the UK and describe how these places are similar and/or different.</p> <p>Name and locate the world's seven continents</p> <p>Name and locate the five oceans.</p>	<p>Children can identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents.</p> <p>Locate and name the main counties and cities in England.</p> <p>Name and locate main cities in England and know which county they are in.</p> <p>Know which county they live in and which counties boarder South Yorkshire.</p> <p>Linking with local History, map how land use has changed in local area over time</p> <p>Children can identify, describe, compare & contrast some human and physical characteristics of places using geographical language whilst applying their developing geographical skills.</p> <p>Identify the position and significance of Equator, N. Hemisphere and S. Hemisphere.</p> <p>Describe the position of the World's continents</p>	<p>Identify the position and significance of the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Children can identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents.</p> <p>Children can identify, describe, compare & contrast some human, physical & topographical characteristics of places using both locational and geographical language whilst applying their developing geographical skills.</p> <p>Locate the main countries of Europe including Russia.</p> <p>Describe the position of European countries in relation to others.</p> <p>Identify capital cities of some European countries.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p>Children can locate & describe, using appropriate maps and atlas skills, similarities and differences in a range of regions in countries/continece.</p> <p>Children can identify distinctive human, physical & topographical characteristics and can explain the reasons for similarities and differences identified.</p> <p>Children can use a range of sources including images and maps to show how places have changed over time. They can identify number of the changes which have taken place.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Using maps, atlases & globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas & oceans, using lines of longitude and latitude</p>	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Children can locate, describe & explain, using their geographical skills, similarities and differences within and between regions in countries/continents.</p> <p>Children can explain why identified global regions have distinctive human, physical & topographical characteristics and features and can suggest reasons for how these regions have changed over time.</p> <p>Children can locate, describe & explain, using their geographical skills, similarities and differences within and between regions in the UK and other countries.</p> <p>Children can explain why identified regions in the UK have distinctive human, physical & topographical</p>

Todwick Primary School
 Geography Progression of Knowledge and Skills

				<p>and countries using N. Hemisphere, S. Hemisphere and Equator.</p> <p>Identify longest rivers in the world, largest deserts and highest mountains.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p>	<p>Children can use a range of sources including images and maps to show how places have changed over time. They can identify the changes which have taken place.</p>	<p>Identify the position and the significance of the Arctic and Antarctic circle.</p>	<p>characteristics and features and can explain how these regions have changed over time.</p> <p>Using geographical resources, children can locate cities, regions, countries, seas & oceans, using lines of longitude and latitude and suggest reasons why these regions have distinctive characteristics due to their geographical location.</p>
<p>Place Knowledge</p>	<p>To begin to make comparisons of basic human and physical features between the United Kingdom and Mexico, United Kingdom and China and United Kingdom and Trinidad.</p>	<p>Children can identify and describe similarities and differences of their local physical and human environment using simple geographical language.</p> <p>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.</p>	<p>Children can identify and describe similarities and differences of the physical and human environment of an area within the UK and an area of a non-European country using simple geographical language</p> <p>Some children may be able with support, to identify why some countries are similar or different due to their location within the world.</p>	<p>Children can describe how some regions are similar to and different from others using geographical language in a range of locations from around the world.</p> <p>Compare a region of the UK with a region in an African Country.</p>	<p>Children can describe and explain how some regions are similar to and different from others using geographical language in a range of locations from around the world.</p> <p>Compare a region of the UK with a region in a European country (Italy).</p>	<p>Children can describe and explain how some regions are similar to and different from others using geographical language in a range of locations from around the world.</p> <p>Compare a region of the UK with a region in Scandinavia.</p> <p>Compare two different regions of the UK (urban/rural/ coastal/ mainland)</p>	<p>Children understand the importance of regions within the UK and beyond and can suggest why they are important as well as how some regions are connected to each other.</p> <p>Children will be aware of global events and their significance based on their widening knowledge and understanding of the world.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. (Amazon rainforest with Nottingham Forest).</p>

Todwick Primary School
 Geography Progression of Knowledge and Skills

<p>Physical Geography</p>	<p>Recognise that some environments are different from the ones we live in.</p> <p>Identify the similarities and differences between this country and others around the world.</p> <p>Identify simple physical characteristics of different countries (China, Trinidad and Mexico).</p> <p>Understand the physical features around them in relation to the changing seasons.</p>	<p>Identify seasonal and daily weather patterns in their locality.</p> <p>Children understand that the weather in different parts of the world may be different to that experienced in the UK.</p> <p>Children can describe these similarities and differences using simple geographical language.</p> <p>Children can recognise natural environments in their locality and begin to use appropriate geographical language to identify features observed.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: forest, hill, mountain, soil, valley, vegetation, river etc 	<p>Identify seasonal and daily weather patterns throughout the United Kingdom.</p> <p>Children can describe the differences in weather in different parts of the world and can use locational and place knowledge to demonstrate their understanding (reference to hot and cold places near the Equator and Poles).</p> <p>Identify seasonal and daily weather patterns in a region of China and understand how they are different to a region of the UK.</p> <p>Children can recognise different natural environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between natural environments (e.g. wood, river, mountain etc)</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, 	<p>Understand and explain the difference between physical and human features.</p> <p>Identify physical and features using atlases and maps.</p> <p>Children can identify and locate polar, tropical and temperate climatic zones using maps, atlases & globes, in order to describe the characteristics of these different zones using appropriate geographical language.</p> <p>Children can identify where major rivers are located in the UK and around the world using maps, atlases and globes.</p> <p>Children can describe mountainous and river environments identifying similarities and differences between these.</p> <p>Children can name some of the processes associated with rivers.</p> <p>Using appropriate vocabulary, children can describe sequences within the water cycle linked to these environments.</p>	<p>Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases & globes, to show understanding.</p> <p>Children will be able to use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes.</p> <p>Children can describe mountainous environments suggesting reasons for how they can change over time.</p> <p>Children can name and describe some of the processes associated with mountain environments.</p> <p>Using appropriate vocabulary, children can explain how the water cycle is linked to these environments.</p> <p>Children are able to locate and describe where earthquakes and volcanoes occur around the world using developing geographical language & skills.</p> <p>They can describe using simple geographical language how earthquakes and volcanoes occur in</p>	<p>Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases & globes, to show understanding.</p> <p>Children will be able to use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes and describe how these physical conditions affect people and the environment.</p> <p>Children can identify, locate and describe a range of processes associated with coast using appropriate geographical language.</p> <p>Children are able to explain how these environments form and are changed over time as a result of physical processes.</p> <p>Children can describe and explain how the water cycle affects different environments and begin to recognise that people can affect parts of the water cycle through human actions.</p>	<p>Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases & globes, to show understanding.</p> <p>Children will be able to use appropriate geographical language to explain links and connections between climatic zones vegetation belts, biomes and describe how these physical conditions affect people and the environment in a range of places around the world.</p> <p>Children are able to explain how these environments change over time as a result of physical processes and human activity (Rainforests).</p> <p>These are able to compare and contrast environments from around the world.</p>
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Todwick Primary School
 Geography Progression of Knowledge and Skills

			<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>different parts of the world.</p> <p>They begin to understand the reasons for why these hazards occur and why some of them affect people more seriously in some parts of the world than others.</p>		
<p>Human Geography</p>	<p>Recognise that some environments are different from the ones we live in.</p> <p>Identify the similarities and differences between this country and others around the world.</p> <p>Identify simple human characteristics of different countries (China, Trinidad and Mexico).</p>	<p>Children can recognise features of the human environment in their locality and begin to use appropriate geographical language to identify features observed</p> <p>Use basic vocabulary to refer to:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, harbour, pier, shop etc 	<p>Children can recognise different human environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between these human environments (e.g. village, town, city, harbour in a seaside resort etc).</p> <p>Use basic vocabulary to refer to:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Children can identify and sequence a range of different types of settlements in order of size.</p> <p>They are able to identify features of individual settlements using a range of geographical sources and skills.</p> <p>Understand why these settlements have been chosen.</p> <p>Children can identify different types of economic activity and can name which types of economic activity take place in different regions.</p>	<p>Locate settlements in early Britain and compare to modern settlements.</p> <p>Understand and explain why these settlements have been chosen.</p> <p>Children can identify, locate and sequence a range of different types of settlements in order of size, significance and importance.</p> <p>They are able to describe features of individual settlements and compare these to other settlements using a range of geographical sources and skills.</p> <p>Children can identify and describe similarities and differences between different types of economic activity and can</p>	<p>Children can locate and sequence a range of different types of settlements in order of size, significance and importance within the UK and beyond.</p> <p>They are able to describe and explain features of individual settlements, why these might be significant and compare and contrast these to other settlements using a range of geographical sources and skills.</p> <p>Make comparisons between these settlements in the past and now.</p> <p>Children understand that there are different sources of energy (fossil fuels and renewable energy) and that</p>	<p>Children can locate, describe and explain why settlements and land use differ in different regions of the UK and wider world.</p> <p>Understand types of early settlement in Viking, Anglo-Saxon Britain.</p> <p>Understand why these settlements have been chosen and give reasons.</p> <p>Make comparisons between these settlements in the past and now.</p> <p>They are able to explain why some settlements are significant and can describe and explain how and why settlements can change over time using a</p>

Todwick Primary School
 Geography Progression of Knowledge and Skills

					<p>explain why different types of economic activity take place in different regions in the UK and around the wider world.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p>	<p>different countries use different amounts and sources of energy for different purposes.</p> <p>Children can describe how energy consumption and use has changed over time and what factors may affect its change in use in the future.</p> <p>Children are aware that some energy sources have positive and negative effects on people and the environment.</p>	<p>range of geographical resources and skills.</p> <p>Children can describe and explain similarities and differences between different types of economic activity in the UK and in the wider world.</p> <p>They understand that different regions and countries have developed their economy based on different types of trade as a result of natural resources and minerals which occur naturally.</p> <p>Different regions and countries trade with other regions and countries based on these resources.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>
<p>Geographical Skills & Field work</p>	<p>Begin to use simple maps.</p> <p>To draw information from simple maps.</p> <p>To understand and begin to locate land mass (countries) and water on a globe.</p>	<p>Use simple maps & globes to help recognise countries within the UK, continents and identified oceans.</p> <p>Follow instructions responding to directional language (left, right, up, down, forwards, backwards, near, far).</p> <p>Introduce simple compass directions (N, E, S, W) once children</p>	<p>Locate with accuracy, countries of the UK, continents and identified oceans on simple maps and globes.</p> <p>Use world maps, atlases and globes to identify the seven continents and some countries within them.</p> <p>They will also begin to locate capital cities</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth/ digi-maps) to locate countries and describe features studied.</p> <p>Children begin to identify physical and human features using different types of maps.</p> <p>Children can use co-ordinates in atlases to locate places and give directions using a four point compass.</p>	<p>Children can independently use a range of maps and globes, to locate a range of countries and capital cities.</p> <p>Children are able to identify and locate different types of physical and human features using a range of maps, including digital maps to compare places.</p> <p>Children can use symbols and keys in atlases and</p>	<p>Children can compare and contrast a range of maps (including physical, thematic and political) and can identify aerial photographs associated to relevant maps.</p> <p>With support, children can select maps for different purposes and begin to use maps, atlases & globes to investigate places and regions around the world.</p>	<p>Children can use a range of maps (including physical, thematic and political), atlas information and globes to explore places, regions and countries around the world and how they are connected to each other.</p> <p>With increasing independence children can select maps for a specific purpose.</p> <p>Children can use compass points (8), four and six</p>

Todwick Primary School
 Geography Progression of Knowledge and Skills

		<p>are confident with basic directional language.</p> <p>Identify images which have been taken from above (aerial photo).</p> <p>Recognise simple physical and human features using aerial photographs.</p> <p>Draw around simple objects to make a plan (messy map).</p> <p>Use simple picture maps to follow a route around the school environment.</p> <p>Children respond to simple questions to investigate their surroundings.</p> <p>Make simple observations about where features and landmarks are within their immediate environment.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>within these countries using simple maps</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw a simple plan using aerial photographs.</p> <p>Create a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (N, E, S, W) to provide locational and direction information for children to respond to and follow.</p> <p>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.</p> <p>With support, children begin to describe the location(s) of simple features within their immediate environment using directional language.</p>	<p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Children understand why keys are important to understand maps and can identify and create simple symbols/keys on maps.</p> <p>Children can ask geographical questions to initiate simple geographical enquires.</p> <p>With support, children can carry out fieldwork in the local area using some techniques. They begin to develop an understanding from information and data collected in order to answer questions investigated.</p> <p>Use fieldwork to observe 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>	<p>on maps to identify and locate places and features.</p> <p>Learn the eight points of a compass and four-figure grid references.</p> <p>Children can use four figure grid references to identify and locate features and places more accurately using OS maps.</p> <p>They can create simple maps using symbols and keys.</p> <p>Children can ask and respond to geographical questions in order to investigate simple geographical enquires.</p>	<p>Digital mapping can be used to identify places, features and create simple maps to plan routes between places.</p> <p>Children can use compass points (4 & 8) and four figure grid references with increasing confidence to identify and locate features and places using atlases and (OS) maps.</p> <p>They understand that using six figure grid references will make identifying features and places even more accurate.</p> <p>Children can use symbols and keys in atlases and on maps to identify, locate and compare & contrast features and they can create their own real life maps using symbols and keys</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> <p>Children can suggest questions for and participate in geographical enquires.</p>	<p>figure grid references with increasing confidence to accurately identify and locate features and places on OS maps.</p> <p>Children can use and interpret OS maps with increasing confidence using symbols, keys and scale bars more accurately.</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>
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Todwick Primary School

Geography Progression of Knowledge and Skills

			<p>Children ask and respond to simple questions to investigate their local surroundings, using simple geographical questions.</p> <p>Make simple observations about why two contrasting locations are similar and/or different, including observations about features and landmarks within their local environment.</p>			<p>Children can carry out fieldwork using a range of appropriate techniques.</p> <p>They begin to develop an understanding of issues and themes from information and data collected, analyse this evidence using appropriate techniques and draw conclusions in response to questions explored.</p> <p>Within these enquiries children are able to produce maps, plans and graphs to support enquiries and fieldwork. This may include using digital technologies</p>	
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