



GEOGRAPHY PROGRESSION AND SKILLS DOCUMENT

	RECEPTION	YEAR 1	YEAR 2	End of Key Stage Expectations
Place Knowledge	<p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I can 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.</p>	<p>I can name, describe and compare places I know</p> <p>I can link home with other places in my area</p> <p>I can show I know about changes that are happening in the local environment e.g. at school</p> <p>I can suggest ideas for improving the school environment</p>	<p>I can 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>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>



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Human and Physical Knowledge	<p>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around me, including the seasons</p>	<p>I can describe seasonal weather changes</p>	<p>I can 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</p> <p>I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
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Locational Knowledge	<p>I can draw information from a simple map.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can explore the natural world around me.</p> <p>I can recognise some environments that are different to the one in which we live.</p>	<p>I can understand how some places are linked to other places e.g. roads, trains</p>	<p>I can name and place the world's seven continents and five oceans</p> <p>I can name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	
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<p>Geographical skills and field work</p>	<p>I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can 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.</p>	<p>I can ask simple geographical questions I can use simple observational skills to study the geography of the school and its grounds I can use simple maps of the local area I can use words such as near and far, left and right to talk about where things are I can make simple maps and plans</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 Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map I can 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 I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment</p>	
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	YEAR 3	YEAR 4	YEAR 5	YEAR 6	End of Key Stage Expectations
Place Knowledge	<p>I can explain about weather conditions / patterns around the UK and parts of Europe</p> <p>I can show some sense of how places relate to each other</p>	<p>I can show I know about the wider context of places - region, country</p> <p>I can understand why there are similarities and differences between places</p>	<p>I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences</p>	<p>I can 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</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
Human and Physical Knowledge	<p>I can show I know the physical and human features of my locality</p> <p>I can explain about weather conditions / patterns around the UK and parts of Europe</p>	<p>I can describe human features of UK regions, cities and /or counties</p> <p>I can understand the effect of landscape features on the development of a locality</p> <p>I can describe how people have been affected by changes in the environment</p>	<p>I can understand about weather patterns around the World and relate these to climate zones</p> <p>I can explain how rivers erode, transport and deposit materials</p> <p>I can understand how humans affect the environment</p>	<p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>I can describe and understand key aspects of human geography, including: types of</p>	



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		<p>I can explain about key natural resources e.g. water in the locality</p> <p>I can explore weather patterns around parts of the world</p>	<p>I can explain about changes the to the World environment</p> <p>I can understand why people seek to manage and sustain their environment</p>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	
Locational Knowledge	<p>I can point to where counties are within the UK and their key topographical features</p> <p>I can name and locate the cities of the UK</p>	<p>I can recognise the different shapes of continents</p> <p>I can show I know features nearby and beyond the UK</p> <p>I can show where countries are within Europe, including Russia</p> <p>I can recognise that people have differing quality of life living in different locations and environments</p> <p>I can explain how the locality is set within a wider geographical context</p>	<p>I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>I can recognise the different shapes of countries</p> <p>I can identify the physical characteristics and key topographical features of the countries within North America</p> <p>I can show I know about the wider context of places e.g. county, region and country</p> <p>I can describe where a variety of places are in</p>	<p>I can 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>I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical</p>	



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			<p>relation to physical and human features</p> <p>I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent</p>	<p>and human characteristics, countries, and major cities</p> <p>I can 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>	
Geographical skills and field work	<p>I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>I can analyse evidence and draw conclusions</p>	<p>I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.</p> <p>I can measure straight line distances using the right scale</p>	<p>I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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)</p>	



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	<p>such as make comparisons between locations using aerial photos/pictures I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why I can communicate findings in appropriate ways I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office I can make more detailed fieldwork sketches/diagrams I can use fieldwork instruments e.g. camera, rain gauge</p>	<p>I can explore features on OS maps using 6 figure grid references I can draw accurate maps with more complex keys I can plan the steps for an enquiry</p>		<p>to build my knowledge of the United Kingdom and the wider world I can 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 I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links</p>	
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	<p>I can use and interpret maps, globes, atlases and digital mapping to find countries and key features</p> <p>I can use and interpret maps, globes, atlases and digital mapping to find countries and key features</p> <p>I can use the 8 points of a compass</p> <p>I can make plans and maps using symbols and keys</p>				
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