

LANGTREE PRIMARY SCHOOL GEOGRAPHY PROGRESSION

Geography progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>Talk about similarities and differences in relation to places, objects, materials and living things?</p> <p>Talk about the features of own immediate environment and how environments might vary from one another.</p> <p>Make observations of the environment and explain why some things occur and talk about changes?</p> <p>Use everyday language to talk about positions and distance to solve problems. Describe relative position such as behind or next to.</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Use locational and directional language (e.g. near and far, left and right) describe the location of features and routes</p> <p>Understand how some places are linked to other places e.g. roads, trains.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country</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)</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 physical features of its surrounding environment</p>	<p>Identify physical and human features of the locality Explain about weather conditions/patterns around the UK and parts of Europe</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if Continues?</p> <p>Make more detailed fieldwork sketches/diagrams</p> <p>Use fieldwork instruments e.g. camera, rain gauge</p> <p>Use the 8 points of a compass Make plans and maps using symbols and keys</p>	<p>Describe human features of UK regions, cities and/or counties Understand the effect of landscape features on the development of a locality</p> <p>Explain about key natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world Draw accurate maps with more complex keys</p> <p>Understand why there are similarities and differences between places</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p>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>Use four figure grid references</p>	<p>Understand about weather patterns around the world and relate these to climate zones</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>Explore features on OS maps using 6 figure grid references Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Describe and understand key aspects of 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</p> <p>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 knowledge of the United Kingdom 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>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</p>

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	KS1	KS2
Knowledge	<p>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</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village factory, farm, house, office, port, harbour and shop</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</p> <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</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>Identify where countries are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK.</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 or South America</p> <p>Identify where countries are within Europe; including Russia</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Antarctic Circle, the Prime/Greenwich Meridian, and time zones (including day and night)</p> <p>Name and locate countries and cities of the UK, 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>