



GEOGRAPHY SKILLS AND PROGRESSION

EYFS

KNOWLEDGE OF THE WORLD	ELGs:
<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p><i>People, Culture and Communities</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>The Natural World</i> 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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>

Key Stage 1: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- 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

- 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

- 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

- 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.

GEOGRAPHY SKILLS & PROGRESSION

YEAR 1	YEAR 2
Recognise and observe main human and physical features	Recognise, observe, describe and record physical and human features
Recognise different types of weather and climate	Investigate, measure and record changes in the weather Discuss how weather affects our lives
Explore and discover the interesting features of the local environment Express their own views about features of the environment	Ask and respond to geographical questions about people, places and environments Identify links between their locality and other places in the world
Use globes, maps and plans; Make simple plans	Locate key features on globes, maps and plans; Make simple maps and plans
Communicate in different ways using simple geographical information and vocabulary Use simple compass directions	Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language; Use simple compass directions
Explore and discover where different foods come from	Make simple comparisons between features of different places and say how these features influence life there
Use simple field work skills	Use field work and observational skills to carry out simple tasks
	Use aerial photographs and plan perspectives to identify landmarks and features

Key Stage 2: 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. Pupils should be taught to:

Locational knowledge

- 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

- 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

- 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

- 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.

GEOGRAPHY SKILLS & PROGRESSION

YEAR 3	YEAR 4
Ask and respond to questions to develop a sense of place	Ask and respond to geographical questions and offer their own ideas
Investigate key aspects of human and physical geography	Investigate key aspects of human and physical geography
Explore places with different climate zones	Explore places with different climate zones and compare and describe how climate affects living things
Describe significant places located in the wider world	Identify where significant places are located in the wider world
Identify similarities and differences between places and environments, understanding how they are linked	Observe and appreciate the relationship between the physical, built and economic and social environments
Identify how the ways in which people live sometimes have consequences for the environment	Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales

Use appropriate geographical vocabulary to communicate their findings	Use appropriate geographical vocabulary in communicating findings
Collect and analyse a range of data from simple fieldwork experiences	Employ a wider range of field work techniques and instruments to collect and analyse a range of data
Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans	Interpret information from different types of atlases, globes, maps and plans at a range of scales
Use ICT to help in geographical investigations	Use secondary sources of information and ICT as part of investigations
Collect and record evidence and begin to offer explanations	Collect and record evidence and begin to offer explanations

GEOGRAPHY SKILLS & PROGRESSION	
YEAR 5	YEAR 6
Ask suitable geographical questions leading to investigation	Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes
Investigate ways in which environments can be improved	Investigate ways in which environments can be managed sustainably and why this is important now and in the future
Identify different views that people, including themselves, hold about topical geographical issues	Identify and explain different views that people, including themselves, hold about topical geographical issues
Identify a range of geographical processes that cause change in the physical and human world in different places	Observe and explain how human patterns are influenced by both human and physical features
Investigate using an increasing range of primary and secondary sources of information	Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways
Use atlases, globes, maps and digital /computer mapping at a range of scales	Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references
Draw plans and maps at a variety of scales; Use the eight points of the compass	Draw plans and maps at a variety of scales; Use the eight points of the compass
Use appropriate geographical vocabulary to communicate in a variety of ways	Use appropriate geographical vocabulary to communicate in a variety of ways
Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area	Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area
Use symbols and keys when sketching maps, plans and graphs	Use symbols and keys when sketching maps, plans and graphs

TWO YEAR CYCLE	Year 1&2	Year 3&4	Year 5&6
<p style="text-align: center;">Locational Knowledge</p>	<p>The UK and the Local Area: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. Know about the local area of Carnforth and name and locate key landmarks E.G. create a vocabulary list of the human and physical features of the local area (canal, river, post office, fire station, doctors surgery, train station etc) Describe these features and locate them on a map using images or drawings. Draw own simple maps with a simple key.</p> <p>The World and its Continents: Name and locate the seven continents and five oceans on a globe or atlas and use some specific place knowledge of continents to describe the location of the habitat of a significant animal E.G. Bears unit.</p>	<p>The UK and the Local Area: Describe where the UK is located. Name and locate the four countries and some counties in the UK; locate where they live in the UK. Relate continent, country, county, city/where you live using locational terminology (north, south, east, west) and the names of nearby counties. Identify the UK's major urban areas and some physical environments E.G. use a copy of a map of the British Isles and locate and label the main British rivers (Keer to Kent Cycle A) and mountains.</p> <p>The World and its Continents: Locate some countries in Europe and North and South America on a map or atlas. Identify the position of the Poles, the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles using a globe or map. Know and talk about where volcanoes and earthquake zones are located in Europe, North America and South America. Locate the world's volcanoes and earthquake zones on maps and globes. Locate mountainous and coastal areas in Europe E.G. when learning about Pompeii, the Romans (& Italy) and Scandinavia unit. Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (e.g. when locating mountainous and coastal regions on a map). Study the climate and weather in these areas.</p>	<p>The UK and the Local Area: Locate and describe several physical environments in the UK and how they have changed over time E.G. coastal and mountain environments. Recognise broad land-use patterns of the UK E.G. rivers, city population and agriculture Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time E.G. examine pollution and where it comes from, why it happens and its reasons for being more prominent in major urban areas.</p> <p>The World and its Continents: Locate some major cities and countries of Europe and North and South America on physical and political maps. Relate continent, country, state and city. Identify states in North America using a map. Describe some key physical and human characteristics of Europe and North and South America E.G. the Alps, the Amazon Rainforest, hurricanes, volcanoes. Describe key physical and human characteristics and environmental regions of Europe and North and South America E.G. compare European and American locations with similar issues regarding deforestation, coastal erosion and pollution. Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p>
<p style="text-align: center;">Place Knowledge and connections</p>	<p>Make observations about, and describe, the local area and its physical and human geography. Use different colours to identify its physical and human characteristics. Describe the physical and human geography of a distant place E.G. London, Mombasa, Peru. Describe their locality (school, Carnforth, Morecambe Bay) and how it is similar and</p>	<p>Name examples of volcanic eruptions and major earthquake disasters. Describe and compare the location of the world's volcanoes and earthquake zones to the location of the UK. Understand how human activity is influenced by climate and weather (e.g. the fruit and crops we grow, the response to weather events such as droughts, hurricanes, forest fires, floods, heat waves and cold snaps)</p>	<p>Know and share information about a European region and a region in North and South America, and understand that a region such as the Amazon Rainforest is unique. Explain how the location and climate of a biome can affect flora and fauna (e.g. forest fires in the Amazon, avalanches in alpine areas).</p>

	<p>different to the distant place E.G. complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.</p>	<p>Describe and compare similarities and differences between some regions in Europe and North or South America E.G. describe and compare mountainous and coastal areas in these regions.</p> <p>Understand how physical processes can cause hazards to people E.G. the effect of erosion near rivers and the coast (Morecambe Bay) and the hazard this causes.</p> <p>Recognise advantages and disadvantages of living in certain environments such as volcanic regions and earthquake zones.</p>	<p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Explain several threats to wildlife/habitats.</p> <p>Understand hazards from physical environments such as avalanches in mountain regions.</p> <p>Identify an important environmental issue E.G. renewable energy Versus non-renewable energy sources.</p>
<p>Human and Physical</p>	<p>Physical Geography: Identify seasonal and daily weather patterns in the United Kingdom. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. Make comparisons with the weather in your area. Recognise a natural environment and describe it using key vocabulary - label several aspects of the environment including the landscape, food and weather. Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</p> <p>Human Geography: Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary E.G. from a number of world cities from different continents, identify key features of a city from images or a video. Using two of the cities, draw two differences and two similarities to the area in which you live.</p>	<p>Physical Geography: Indicate tropical, temperate and polar climate zones on global maps and describe the characteristics of these zones using appropriate vocabulary. Understand why there are few earthquake zones and volcanoes in polar regions by studying the position of plate boundaries. Compare this to earthquake zones and volcanoes near the Equator E.G. the Ring of Fire. Use simple geographical vocabulary to describe significant physical features E.G. on a river's course (Kent to Keer unit) and talk about how they change. Name some of the processes associated with mountains (e.g. with support make a working model of a volcano. Label with features of a volcano and describe an eruption). Recognise natural features such as fold mountains and describe them using a range of key vocabulary. Describe a river and mountain environment in the UK using appropriate geographical vocabulary. Describe the water cycle in sequence using appropriate vocabulary and name some of the processes associated with rivers and mountains. Understand that animals and plants are adapted to the climate. Understand that our food is grown in many different countries because of their climate.</p> <p>Human Geography: Identify and sequence different human environments (such as the local area) and contrasting settlements (such as a</p>	<p>Physical Geography: Understand that climate and vegetation are connected in an example of a biome (e.g. the Tropical Rainforest). Describe what the climate of a region is like and how plants and animals are adapted to it Describe and understand a range of key physical processes E.G. coastal erosion and the resulting landscape features E.G. headlands, bays and rivers. Understand how a mountain region was formed E.G. look at the Lake District and the Alps</p> <p>Human Geography: Understand that products we use are imported as well as locally produced. Describe some renewable and non-renewable energy sources and the impact of their use on the environment. Understand where our energy and natural resources come from E.G. the benefits of water in terms of hydraulic power. Know where some of our main natural resources come from. Describe different types of industry currently in the local area and how they impact upon the environment. Understand how a region has changed and how it is different from another region of the UK E.G. explore the human impact of coastal erosion, tourism and/or pollution on these areas.</p>

		<p>village and a city) E.G. compare the local area to earthquake zones and volcanic regions.</p> <p>Recognise features and some activities that occur in different settlements using a range of key vocabulary E.G. activities that occur in volcanic regions E.G. farming.</p> <p>Give reasons why people choose to live in earthquake zones and close to active volcanoes E.G. soil type and housing.</p> <p>Know the journey of how one product gets into their home in detail E.G. a fruit grown in a different climate.</p> <p>Understand and describe the basic human and physical geography of the UK and its contrasting human and physical environments to be able to explain why some regions are different than others.</p>	
<p>Fieldwork and skills</p>	<p>Using maps, follow a route on a map.</p> <p>Use the four points of a compass (North, South, East and West).</p> <p>Be introduced to and use two figure grid references.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Locate and name the seven continents and five oceans on a world map and globe.</p> <p>Locate the hot and cold areas of the world (including the Equator and the North and South Poles) on a globe and world map.</p> <p>Draw or make a map or real or imaginary places (e.g. add detail to a sketch map from an aerial photograph).</p> <p>Use and construct basic symbols in a key.</p> <p>Visit/walk around Carnforth town following a map identifying human and physical features of the town.</p> <p>Take part in Carnforth's Big Clean up</p>	<p>Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied E.G. locate volcanoes and earthquakes on a range of maps.</p> <p>Use the eight points of the compass to build upon knowledge of the wider world. For example, locate volcanoes and earthquakes using compass points E.G. Mount Etna is in East Italy.</p> <p>Plan a route from one area to another E.G. from one volcanic region to another.</p> <p>Use maps to focus on countries, cities and regions in Europe.</p> <p>Use base maps to create their own maps of the region.</p> <p>Use different media to present tourist information.</p> <p>Use four figure grid references to orienteer.</p> <p>Visit to River Keer</p> <p>Walk along Carnforth Canal</p> <p>Take part in Carnforth's Big Clean up</p>	<p>Use maps and atlases to locate different countries, regions, oceans and habitats.</p> <p>Use mapping skills to locate countries and describe features. Learn to read a range of different types of maps and create their own.</p> <p>Use Ordnance Survey maps to read and produce their own detailed maps.</p> <p>Confidently 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>Apply their knowledge of the eight points of a compass and use four and six-figure grid references, symbols and keys.</p> <p>Visit a deciduous forest or woodland to find out about the native trees of our temperate forest biome. Visit to Grizedale forest</p> <p>Walk around the local area to identify renewable energy sources</p> <p>Visit local nuclear power station</p> <p>Take part in Carnforth's Big Clean up</p>