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| **Knowledge and Skills Progression – Geography** | | | | | |
| Year 1 and 2 | | | | | |
| PLACE KNOWLEDGE | LOCATION KNOWLEDGE | HUMAN AND PHYSICAL GEOGRAPHY | GEOGRAPHICAL ENQUIRY | DIRECTION/LOCATION | DRAWING MAPS |
| * Name, describe & compare familiar places * Link homes with other places in the local community * Know about some present changes that are happening in the local environment e.g. school * Suggest ideas for improving the school environment * 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 nonEuropean country | * Understand how some places are linked to other places e.g. roads, trains * Learn names of some places within/around the UK e.g. home town, cities, countries e.g. Wales, France * 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 * Name, locate and identify characteristics of the seas surrounding the United Kingdom | * Describe seasonal weather changes * Begin to use simple geographical vocabulary to describe the local area including the school and wider area * 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 * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | * Teacher led enquiries; ask and respond to simple closed questions * Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information * Investigate their surroundings * Make observations about where things are e.g. within school or local area * Observe seasonal and daily weather patterns * Children encouraged to ask simple geographical questions; Where is it? What's it like? * Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information * Investigate their surroundings * Make appropriate observations about why things happen * Make simple comparisons between features of different place | * Follow directions (Up, down, left/right, forwards/backwards) * Follow directions (up, down, left/right, forwards/backwards, and NSEW) | * Draw picture maps of imaginary places and from stories * Drawing Maps Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) |
| REPRESENTATION | USING MAPS | SCALE/DISTANCE | PERSPECTIVE | MAP KNOWLEDGE | STYLE OF MAP |
| * Use own symbols on imaginary map Representation * Begin to understand the need for a key * Use class-agreed symbols to make a simple key | * Use a simple picture map to move around the school * Recognise that a map is about a place * Follow a route on a map * Use a plan view * Use an infant atlas to locate places | * Use relative vocabulary (e.g. bigger/smaller, Scale/ Distance like/dislike) * Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) | * Draw around objects to make a plan Perspective * Look down on objects to make a plan view map | * Learn names of some places within/around the UK, e.g. home town, cities, countries e.g. Wales, France Map Knowledge * Locate and name on UK map major features e.g. London, River Thames, home location, seas | * Picture maps and globes * Find land/sea on globe * Use teacher drawn base maps * Use large scale OS maps * Use an infant atlas |
| Year 3 and 4 | | | | | |
| PLACE KNOWLEDGE | LOCATION KNOWLEDGE | HUMAN AND PHYSICAL GEOGRAPHY | GEOGRAPHICAL ENQUIRY | DIRECTION/LOCATION | DRAWING MAPS |
| * Compare a region of the UK with a region in Europe * Volcanoes and earthquakes in the wider world | * Locate and name the continents on a World Map Locate the main countries of Europe inc. Russia * Identify capital cities of Europe * Locate and name the countries making up the British Isles, with their capital cities * Locate and name the main counties and cities in/around Merseyside * Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn * On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions * Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn * Map how land use has changed in the local area over time Local river and nearby city or hometown | Describe and understand key aspects of:   * Physical geography including Rivers and the water cycle * Volcanoes and earthquakes, looking at plate tectonics and the ring of fire * Types of settlements in Early Britain linked to History e.g. in Roman, Viking, Saxon Britain, why did early people choose to settle there? * Physical geography including coasts, rivers and the water cycle * Human geography including trade between UK and Europe and ROW * Human geography including trade links in the Pre-roman and Roman era and types of settlements in Roman Britain, linked to History | * Begin to ask/initiate geographical questions * Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information * Investigate places and themes at more than one scale * Begin to collect and record evidence * Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations * Ask and respond to questions and offer their own ideas * Extend to satellite images, aerial photographs Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions, e.g. make comparisons between locations photos/pictures/ maps | * Use 4 compass points to follow/give directions * Use letter/no. coordinates to locate features on a map * Use 4 compass points well * Begin to use 8 compass points * Use letter/no. coordinates to locate features on a map confidently | * Try to make a map of a short route experienced, with features in correct order * Try to make a simple scale drawing * Make a map of a short route experienced, with features in correct order * Make a simple scale drawing |
| REPRESENTATION | USING MAPS | SCALE/DISTANCE | PERSPECTIVE | MAP KNOWLEDGE | STYLE OF MAP |
| * Know why a key is needed * Use standard symbols * Begin to recognise symbols on an OS map | * Locate places on larger scale maps e.g. map of Europe * Follow a route on a map with some accuracy, e.g. whilst orienteering * Locate places on large scale maps, (e.g. find UK or India on globe) * Follow a route on a large-scale map | * Begin to match boundaries (e.g. find same boundary of a country on different scale maps) | * Begin to draw a sketch map from a high view-point * Draw a sketch map from a high viewpoint | * Begin to identify points on maps A, B and C * Begin to identify significant places and environments | * Use large scale OS maps * Begin to use map sites on internet Begin to use junior atlases * Begin to identify features on aerial/oblique photographs * Use large and medium scale OS maps * Use map sites on internet * Use junior atlases * Identify features on aerial/oblique photographs |
| Year 5 and 6 | | | | | |
| PLACE KNOWLEDGE | LOCATION KNOWLEDGE | HUMAN AND PHYSICAL GEOGRAPHY | GEOGRAPHICAL ENQUIRY | DIRECTION/LOCATION | DRAWING MAPS |
| * Rainforests - compare a region in the UK with a region in S. America with significant differences and similarities, e.g. link to Fairtrade * Mountains in the wider world * Local mountain areas * The Kingdom of England (History link); counties and significant cities and geographical features * The wider world, trade routes, natural resources, e.g. Africa linked to Benin or another world history topic, or through study of environmental issue, or South America (or Central America as a subcontinent) linked to the Mayans c. AD 900 | * Compare 2 different mountain/hill regions in the UK and local areas * Locate and name the main counties and cities in England * Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time * Linking with History, compare land use maps of the UK from past with the present, focusing on land use * On a world map locate the main countries in Africa, Asia and Australasia/Oceania. * Identify their main environmental regions, key physical and human characteristics, and major cities * Identify longest rivers in the world, largest deserts, highest mountains * On a world map locate the main countries in Africa, Asia and Australasia/Oceania Identify their main environmental regions, key physical and human characteristics, and major cities * Locate the main countries in South America. Locate and name principal cities * Identify the position and significance of latitude/longitude and the Greenwich Meridian. Link with science and maths: night and day, time zones | Describe and understand key aspects of:   * Mountains * Different environments and habitats * Physical geography including transpiration; climate zones, biomes and vegetation belts * Development of cities and/or civilisations * Distribution of natural resources focussing on energy * Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) * Fair/unfair distribution of resources (Fairtrade) | * Begin to suggest questions for investigating * Begin to use primary and secondary sources of evidence in their investigations * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life      * Suggest questions for investigating * Use primary and secondary sources of evidence in their investigations * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it | * Use 8 compass points * Begin to use 4 figure coordinates to locate features on a map * Use 8 compass points confidently and accurately * Use 4 figure coordinates to locate features on a map * Begin to use 6 figure grid refs * Use latitude and longitude on atlas maps Draw picture map | * Begin to draw a variety of thematic maps based on their own data * Draw a variety of thematic maps based on their own data * Begin to draw plans of increasing complexity |
| REPRESENTATION | USING MAPS | SCALE/DISTANCE | PERSPECTIVE | MAP KNOWLEDGE | STYLE OF MAP |
| * Draw a sketch map using symbols and a key * Use/recognise OS map symbols * Use/recognise OS map symbols * Use atlas symbols | * Compare maps with aerial photographs * Select a map for a specific purpose (E.g. Pick atlas to find Taiwan, OS map to find local village) * Begin to use atlases to find out about other features of places (e.g. find wettest part of the world) * Follow a short route on an OS map * Describe features shown on OS map * Locate places on a world map * Use atlases to find out about other features of places (e.g. mountain regions, weather patterns) | * Measure straight line distance on a plan * Find/recognise places on maps of different scales (e.g. River Nile) * Use a scale to measure distances * Draw/use maps and plans at a range of scales | * Draw a plan view map with some accuracy * Draw a plan view map accurately | * Identify significant places and environments * Confidently identify significant places and environments | * Use index and contents page within atlases * Use medium scale land ranger OS maps * Use OS maps * Confidently use an atlas * Recognise world map as a flattened globe |