

# Progress in Knowledge and Skills: Geography

Updated January 2023



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Local Knowledge	<p>Children can name and locate their local town.</p> <p>Children can name and locate the four countries of the United Kingdom.</p> <p>Children can name the capital cities of the United Kingdom.</p> <p>Children can name the seas that surround the United Kingdom.</p>	<p>Children can locate and name the seven continents on a map.</p> <p>Children can name and locate the five oceans.</p> <p>Children can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Children can name and locate counties and cities of the United Kingdom on a map.</p> <p>Children can locate geographical regions of the UK and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.</p>	<p>Children can name and locate the countries of Europe (inc. Russia) on a map and identify their environmental regions, key physical and human characteristics and major cities.</p> <p>Children can locate geographical regions of the UK and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>Children can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p>Children can name and locate the countries of North and South America on a map and identify their environmental regions, key physical and human characteristics, and major cities.</p> <p>Children can name and locate some of the countries of the world and identify environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Children can compare UK maps from the past with the present, focusing on how land use has changed over time.</p> <p>Children can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night).</p>	<p>Children can name and locate the countries of the world on a map and identify their environmental regions, key physical and human characteristics and major cities.</p> <p>Children can map how land use has changed in the UK over time.</p> <p>Children 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> <p>Children can use longitude and latitude to find locations on a map.</p>

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Place Knowledge	Children can compare Exmouth with a contrasting town in a different country.	Children can compare the UK with a different country.  Children can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	Children can describe the similarities and differences in human geography of a region in the United Kingdom.  Children can describe the similarities and differences in physical geography of a region in the United Kingdom.	Children can describe the similarities and differences in human geography between a region of the UK and a region of Europe.  Children can describe the similarities and differences in physical geography between a region of the UK and a region of Europe.	Children can understand some of the reasons for the similarities and differences in human geography between a region of the UK and a region of North and South American countries.  Children can understand some of the reasons for the similarities and differences in physical geography between a region of the UK and a region of North and South American countries.	Children can explain and discuss a range of reasons for the similarities and differences in human geography between a region of the UK and a region of North and South American countries.  Children can explain and discuss a range of reasons for the similarities and differences in physical geography between a region of the UK and a region of North and South American countries.

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Human and Physical	<p>Children can talk about people and places within their local environment.</p> <p>Children can compare the human and physical features of two British localities, including how the use of land differs in each locality (e.g. a farm and the beach).</p> <p>Children can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>Children can identify how land is used around the school.</p>	<p>Children can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Children can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>Children can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</p>	<p>Children are beginning to ask and answer geographical questions about the physical and human characteristics of a location</p> <p>Children can describe key aspects of physical geography, including volcanoes, earthquakes and tsunamis.</p> <p>Children can identify key aspects of human geography including settlements and land use.</p>	<p>Children can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Children can describe key aspects of physical geography, including rivers and the water cycle.</p> <p>Children can identify and describe key aspects of human geography including settlements and land use.</p>	<p>Children are beginning to identify and describe how the physical features affect the human activity within a location.</p> <p>Children can identify and describe the main human and physical characteristics of North and South America.</p> <p>Children understand how countries and geographical regions are interconnected and interdependent.</p> <p>Children can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Children can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Children can describe key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children can identify and describe how the physical features affect the human activity within a location.</p> <p>Children can identify and describe the main human and physical characteristics of xxx.</p> <p>Children can explain how countries and geographical regions are interconnected and interdependent</p> <p>Children can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Children can describe and understand key aspects of physical geography, including: mountains</p> <p>Children can describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

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Geographical Skills and Fieldwork	<p>Children can use maps, atlases and globes to locate the four countries and cities of the UK. Children can use aerial images to recognise landmarks and basic physical features.</p> <p>Children can use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>Children can use a simple key to recognise physical or human features on a map. Children can create a simple map of their local environment.</p>	<p>Children can use maps, atlases and globes to locate the seven continents and oceans. Children can use the four points of a compass to describe the location of features on a map.</p> <p>Children can use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Children can devise a simple map, and use and construct basic symbols in a key.</p> <p>Children can use fieldwork to observe, measure and record the human and physical features in the local area.</p>	<p>Children can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries.</p> <p>Children can use locational and directional language such as: near, far, north, south, east, west to describe the location of features on a map.</p> <p>Children can use fieldwork to observe and record the human and physical features in the local area using a range of methods such as sketch maps and plans.</p> <p>Children can use the eight points of a compass, four figure grid references, symbols and keys to read maps.</p>	<p>Children can use maps, atlases and digital/computer mapping to locate countries and describe features.</p> <p>Children can 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.</p> <p>Children can use a range of resources to identify the key physical and human features of a location</p> <p>Children can use the eight points of a compass, four and six-figure grid references, symbols and keys to read maps.</p>	<p>Children can use a range of geographical resources to give descriptions of the features of a location.</p> <p>Children can use different types of fieldwork to observe, measure and record the human and physical features of an area.</p> <p>Children can record their results in a range of ways, including sketch maps, plans, graphs and digital technologies.</p> <p>Children can use the eight points of a compass, six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Children can use a range of geographical resources with ease to give detailed descriptions of the characteristic features of a location.</p> <p>Children can use a range different fieldwork skills (random and systematic) to observe, measure and record the human and physical features of an area.</p> <p>Children can record their results in a range of ways including sketch maps, plans, graphs and digital technologies.</p> <p>Children can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p> <p>Children can 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.</p>

## Early Years Foundation Stage

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork	Vocabulary
<b>Geography Curriculum</b>	<p>To know the names and locations of areas around school, e.g. office, Wild Tribe area.</p> <p>To visit St. John the Evangelist Church and know its main features and use of the building, including why it is special.</p>	<p>To know the features of school and grounds and places visited.</p> <p>To know features of familiar places e.g. farm, school and home.</p> <p>To recognise simple maps e.g. Wild Tribe area</p> <p>To know how to make and use simple maps of story settings - 'We're going on a bear hunt' and 'What the Ladybird Heard'.</p> <p>To know that we live in Exmouth and the range of transport available locally (travel on coach/bus, train and boat)</p>	<p>Recognise main types of weather and be introduced to the seasons.</p> <p>To recognise the signs of the Seasons (during Wild Tribe – Autumn Checklist)</p> <p>To observe different types of transport in our local area - traffic survey</p> <p>Look at the physical features of China during Lunar New Year.</p>	<p>Use observational skills to study school and grounds.</p> <p>Make weather observations</p> <p>Use simple play maps</p> <p>Use simple directional language</p> <p>Use bee bots to follow and input directions on a map/course</p> <p>To know simple features of maps</p>	<p>Cloud, rain, snow, hail, wind, storm, sun, soil, spring, summer, autumn, winter</p> <p>Forwards, backwards, turn path, farm, office, school, field, Land, sea</p> <p>Boat, train, bus, coach etc</p>
<b>Early Learning Goals</b>	<p><b>Understanding the World</b>                      People Culture and Communities                      ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• 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.</li> </ul>				
<b>Linked Texts</b>	We're Going on a Bear Hunt, What the Ladybird Heard, Handa's Surprise				