



Progression of Skills and Knowledge for Geography

Locational Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- Can start to talk about or ask questions about their environment. - Can talk about things they have observed.</p>	<p>- Can name and locate the world's seven continents and can start to name the five oceans. - Can name and locate the four countries of the United Kingdom.</p> <p><b>Children at Greater Depth will:</b> Locate these in atlases and globes.</p>	<p>- Can name and locate the seven continents and five oceans. - Can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Children at Greater Depth will:</b> Recognise the location of the Equator and the North and South Poles. Children at Greater Depth are able to locate these using a variety of resources.</p>	<p>- Can name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics key topographical features (including hills, mountains, coasts and rivers). - Can start to name some of the countries and major cities in Europe. - Can identify the position of the Equator, Northern and Southern Hemisphere.</p> <p><b>Children at Greater Depth will:</b> Locate different countries in Europe using a globe or atlas.</p>	<p>- Can name and locate different countries in Europe (they can locate Russia on a map) and North America concentrating on their environmental regions, key physical and human characteristics and some major cities. - Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Arctic and Antarctic circle.</p> <p><b>Children at Greater Depth will:</b> Locate different countries in Europe and North America using a globe or atlas.</p>	<p>- Can name and locate an increasing number of different countries in Europe and South America concentrating on their environmental regions, key physical and human characteristics and major cities. - Can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn.</p> <p><b>Children at Greater Depth will:</b> Locate different countries in Europe and South America using a globe or atlas.</p>	<p>- Can name and locate all of the different countries in Europe and most in North and some in South America concentrating on their environmental regions, key physical and human characteristics and major cities. - Can identify the different tropics of Cancer and Capricorn, the Prime/Greenwich Meriden and time zones (including day and night).</p> <p><b>Children at Greater Depth will:</b> Locate with ease different countries in Europe and North and South America using a globe or atlas. Children at greater depth can explain the significance of</p>



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						latitude, longitude etc.
<b>Related National Curriculum Objectives in italics:</b>	<p><i>- Name and locate the world's seven continents and five oceans.</i></p> <p><i>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p>	<p><i>- 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.</i></p> <p><i>- 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.</i></p> <p><i>- 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).</i></p>				

Place Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- Can begin to ask questions about the place they live in and start to look at what is similar and different to the places they visit.</p>	<p>- Can recognise the similarities and differences between our local area compared to a geographically different part of the world.</p> <p><b>Children at Greater Depth will:</b> Confidently be able to describe the local area and how it is different and similar to alternative locations.</p>	<p>- Can start to understand the geographical similarities and differences by studying a small area of the UK and comparing it to a small area of a contrasting non-European country.</p> <p><b>Children at Greater Depth will:</b> Confidently be able to describe the local area and how it is different and similar to alternative locations.</p>	<p>- Can recognise the geographical similarities and differences through the study of human and physical geography of different regions of the UK and a region of a European country.</p> <p><b>Children at Greater Depth will:</b> Be able to explain why some regions are different to others.</p>	<p>- Can confidently recognise the geographical similarities and differences through the study of human and physical geography of different regions of the UK and a region within North America.</p> <p><b>Children at Greater Depth will:</b> Start to use appropriate technical language to describe</p>	<p>- Can identify and describe the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of Europe and South America as well as explaining the importance of a region.</p> <p><b>Children at Greater Depth will:</b> Confidently use technical language to describe similarities and differences.</p>	<p>- Can identify and describe the geographical similarities and differences through the study of human and physical geography of a region of the UK, a number of regions of Europe and North and South America as well as explaining the importance of a region.</p> <p><b>Children at Greater Depth will:</b> Confidently explain the importance of a region.</p>



				the similarities and differences.		
<b>Related National Curriculum Objectives in italics:</b>	<i>- 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.</i>		<i>- 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.</i>			

Human and Physical Geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- Can look closely at similarities, differences patterns and change in places which are familiar to them.</p> <p>- Can start to distinguish if things are natural or man-made.</p>	<p>- Can start to recognise human and physical geographical features.</p> <p>- Can begin to understand that some parts of the world are hot and some are cold.</p> <p><b>Children at Greater Depth will:</b> Will explain the differences between human and physical features.</p>	<p>- Can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>- Can start to locate the hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>- Can use basic geographical vocabulary to refer to: key physical features including beach, cliff, coast, forest, hill, sea and ocean. Key human features including: city, town, village, farm and house.</p> <p><b>Children at Greater Depth will:</b> Talk about how the</p>	<p>Can start to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography, including rivers, mountains and the water cycle.</li> <li>- Human geography including types of settlements and land use.</li> </ul> <p><b>Children at Greater Depth will:</b> Locate and start to describe different physical and human aspects of an area studied.</p>	<p>Can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography including climate zones and locate the hot and cold areas of the world and describe the characteristics of these.</li> <li>- Human geography including types of settlement and land use.</li> </ul> <p><b>Children at Greater Depth will:</b> Be able to locate and describe different physical and human aspects of land use of an area studied.</p>	<p>Can define and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography including biomes and vegetation belts and describe the characteristics of these.</li> <li>- Human geography including economic activity and distribution of natural resources.</li> </ul> <p><b>Children at Greater Depth will:</b> Be able to explain the impact of economic activity on the local area and its natural resources e.g. in relation to the rainforest.</p>	<p>Can assess and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography including volcanoes and earthquakes and describe the characteristics of these.</li> <li>- Human geography including economic activity including trade links and distribution of natural resources such as food, minerals and water.</li> </ul> <p><b>Children at Greater Depth will:</b> Be able to explain the impact of economic activity on an area and start to</p>



		seasons change and describe the hot and cold parts of the world. They can use technical language to describe human and physical features.				understand the impact of trade links.
<b>Related National Curriculum Objectives in italics:</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>- 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.</li> </ul>			

<b>Geographical Skills and Fieldwork</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Can notice features of objects in their environment.	<ul style="list-style-type: none"> <li>- Can use world maps (appropriate to the age group) to identify the different continents and oceans.</li> <li>- Can understand the terms North, South, East and West. Can start to recognise features and landmarks on aerial</li> </ul>	<ul style="list-style-type: none"> <li>- Can use world maps, atlases and globes to identify the UK and other countries and oceans studied.</li> <li>- Can use simple compass directions to describe the locational features on a map and give simple directions or routes on map.</li> </ul>	<ul style="list-style-type: none"> <li>- Can use maps, atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere.</li> <li>- Can start to use a four point compass and four figure grid references, symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Can use maps, atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere.</li> <li>- Can use a four point compass and four figure grid references, symbols and a key</li> </ul>	<ul style="list-style-type: none"> <li>- Can use a range of resources to locate countries and features covered in the world.</li> <li>- Can start to use an eight point compass and six figure grid references, symbols and a key (including Ordnance Survey maps) to build their</li> </ul>	<ul style="list-style-type: none"> <li>- Can confidently use a range of resources to locate countries and features covered in the world as well as parts of the UK.</li> <li>- Can use an eight point compass and six figure grid references, symbols and a key (including Ordnance Survey maps) to build</li> </ul>



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	<p>photographs and plan perspectives. - Can start to use simple fieldwork to look at the school grounds and locate different features both Human and Physical. - Can draw a simple map.</p> <p><b>Children at Greater Depth will:</b> Be able to locate places using a range of resources. They will be able to locate features on a map and draw a map with a key.</p>	<p>- Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Can draw a simple map, use and draw symbols in a key. - Can use simple fieldwork and observational skills to study the geography of the school and its grounds and identify the key human and physical features.</p> <p><b>Children at Greater Depth will:</b> Use a range of resources to find different countries not studied at this stage. They can locate places using simple grid references e.g. A.3.</p>	<p>and a key (including Ordnance Survey maps) to build their knowledge of the UK. - Can use fieldwork to observe, record and find the human and physical features of the local area using different methods, including maps and plans.</p> <p><b>Children at Greater Depth will:</b> Use a range of resources to find different countries and can use grid references to plot a route.</p>	<p>(including Ordnance Survey maps) to build their knowledge of the UK and areas studied. - Can find, observe and record on sketch maps the human and physical features of the local area including maps and plans.</p> <p><b>Children at Greater Depth will:</b> Use a range of resources to find different countries and can use grid references to accurately plot a route.</p>	<p>knowledge of the UK and world. - Can find, observe and record the human and physical features of the local area using different methods, including sketch maps, plans and start to use digital technologies.</p> <p><b>Children at Greater Depth will:</b> Locate features on a map using an eight point compass and six figure grid references.</p>	<p>their knowledge of the world and the UK. - Can confidently find, observe and record the human and physical features of the local area using different methods, including sketch maps, plans and use digital technologies.</p> <p><b>Children at Greater Depth will:</b> Locate and describe the features on a map using an eight point compass and six figure grid references.</p>
<p><b>Related National Curriculum Objectives in italics:</b></p>	<p><i>- 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.</i> <i>- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</i></p>		<p><i>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>- 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.</i></p>			



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<p><i>right], to describe the location of features and routes on a map.</i></p>	<p><i>- 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></p>
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