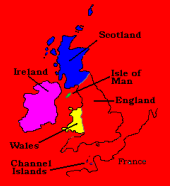
GEOGRAPHY

Our Lady of the Rosary Catholic Primary School

Geography Knowledge & Skills Progression

ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LOCATIONAL KNOWLEDGE 	Know that there are different countries in the world.	Name and locate the world's seven continents and five oceans. Using maps, with a focus on the school and local area.	Using maps, with a focus on the local area and Manchester. Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas. Recap of world's seven continents and five oceans.	Using maps focus on the UK and identify human and physical characteristics, key geographical features (including hills, mountains, rivers and land-use patterns) and understand how some of these aspects have changed over time.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on its environmental regions, key physical and human characteristics, countries and major cities.	Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical & human characteristics, countries & major cities. Naming and locating counties & cities of the UK.	Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.
				Identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day & night)			
PLACE KNOWLEDGE 	Recognise some similarities and differences between life in this country & what it is like in other countries. Recognise some environments that are different to the one in which they live.	Understand geographical similarities & differences through studying the human & physical geography of: a small area of the UK and a small area in a contrasting non-European country – Trinidad & Tobago.	Understand geographical similarities & differences through the study of human & physical geography of: • Town and a city. Understand geographical similarities & differences through the study of human & physical geography of: • a region in Africa: Nairobi / Kenya.	Understand geographical similarities & differences through the study of human & physical geography of the UK.	Understand geographical similarities & differences through the study of human & physical geography of: • a region within Europe.	Understand geographical similarities & differences through the study of human & physical geography of: • a region within North America.	Understand geographical similarities & differences through the study of human & physical geography of: • a region within South America.

HUMAN & PHYSICAL GEOGRAPHY 	Explore the natural world around them. Describe what they see, hear & feel outside. Understand the effect of changing seasons on the natural world around them.	Identify seasonal & daily weather patterns in the UK. Use basic geographical vocabulary to refer to local & familiar settings. Identify the location of hot & cold areas of the world, in relation to the Equator & the North & South Poles.	Use basic geographical vocabulary to refer to less familiar settings	Describe & understand key aspects of: Physical geography, including: biomes / vegetation belts (eg forests) rivers, mountains, volcanoes.	Describe & understand key aspects of: Physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes & the water cycle.	Describe & understand key aspects of: Physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes.	Describe & understand key aspects of: Physical geography, including: biomes / vegetation belts (eg forests), rivers, coasts & mountains. Be aware of current global geographical issues identifying their own & others' views.
				Through the identified year group locational study build knowledge of human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water.			
GEOGRAPHICAL SKILLS & FIEDWORK 	Draw information from a simple map	Use locational & directional language [eg: near & far; left & right] to describe the location of features & routes on a map. Use simple fieldwork & observational skills to study the geography of their local environment. Devise a simple map & construct basic symbols in a key. Use aerial photographs to recognise landmarks & basic	Use world maps, atlases & globes to identify the UK & its countries, as well as the countries, continents & oceans studied. Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features. Use simple fieldwork & observational skills to study the geography of the key human & physical features of the school grounds. Use simple	Use: • the eight points of a compass, • Ordnance Survey maps • four figure grid references, • symbols & keys to build their knowledge of the UK. Use fieldwork to observe, measure & record the human & physical features in the local area using a range of methods, including sketch maps, plans & graphs, & digital technologies. Use maps, atlases, globes & digital /	Use: • the eight points of a compass, • Ordnance Survey maps • four figure grid references, • symbols & keys to build their knowledge of the UK & the identified area of Europe. Use fieldwork to observe, measure & record the human & physical features in the local area using a range of methods, including sketch maps, plans & graphs & digital technologies.	Use: • the eight points of a compass, • Ordnance Survey maps • four figure grid references, • symbols & keys to build their knowledge of the UK & the identified area of North America. Use fieldwork to observe, measure & record the human & physical features in the local area using a range of	Use: • the eight points of a compass, • Ordnance Survey maps • four figure grid references, • symbols & keys to build their knowledge of the UK & the identified area of South America. Use fieldwork to observe, measure & record the human & physical features of South America using a range of methods, including sketch maps, plans & graphs & digital technologies.

		human & physical features.	compass directions (North, South, East & West)	computer mapping (Google Earth / Digimaps) to locate countries & describe features studied.	Use maps, atlases, globes & digital / computer mapping (Google Earth / Digimaps) to locate countries & describe features studied.	methods, including sketch maps, plans & graphs & digital technologies. Use maps, atlases, globes & digital / computer mapping (Google Earth / Digimaps) to locate countries & describe features studied.	Use maps, atlases, globes & digital / computer mapping (Google Earth / Digimaps) to locate countries & describe features studied.
FIELD SKETCHING 	Contribute to a class representation of what they observe in a familiar setting. Eg. The playground.	Draw simple features they observe in their familiar environment. Join labels to correct features. Add colour & textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture & detail to prepared field sketches.	Draw a sketch of a simple feature from observation or photo. Add colour, texture & detail to own field sketches. Add title & descriptive labels with help.	Pick out the key lines & features of a view in the field. Annotate their sketch with descriptive & explanatory labels. Add title, location & direction to the sketch.	Evaluate their sketch against criteria & improve it. Use sketches as evidence in an investigation.	Select field sketching from a range of techniques for an investigation. Evaluate the quality of evidence it gives. Annotate sketches to describe & explain geographical processes.
MEASUREMENT 	Be able to distinguish between something that is 'big' & something that is ''small'.	Use everyday language to describe features in the environment *E.g. bigger, smaller than.*	Use every day non-standard units *E.g. hands for length.* Counts the number of. *E.g. children who come to school by car.*	Use every day standard and non-standard units occasionally *E.g. A trundle wheel for metres.* Count up to 100 *E.g. for a traffic survey they cross number on a hundred square for each vehicle.* Begin to organise recordings.	Use easy to read instruments *E.g. rain gauge or metre tape.* Count & record different types at the same time using a tally *E.g. counting types of shops.* Organise results in a spreadsheet.	Select & use a range of measuring instruments in investigations. Design own census, pilot, with help, & evaluate it.	Select & use a range of measuring instruments in investigations. Design own census, pilot & evaluate it.