Geography: Developing Knowledge

Geography – EYFS Progressive statements

EYFS	3 and 4 Year olds	Mathematics		• Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
		Understanding the World		• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
	ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.
			The Natural World	• 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. • Understand some important processes and change in the natural world around them, including the seasons.

Geography – Key Stage One Progressive statements

Year Group	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
	Locate and identify characteristics of England, Scotland, Ireland and Wales and their capital cities and surrounding seas. Name and locate the World’s seven continents and five Oceans.	Understand the differences and similarities of the physical geography of a small area in the UK and a small area in a contrasting non-European country	Identify seasonal and daily weather patterns in the UK, the location of hot and cold areas of the World in relation to the Equator and North and South poles. Use basic geographical vocabulary referring to geographical and human features.	Use World maps, atlases and globes to identify the UK and its countries, as well as other countries continents and Oceans studied at KS1. Use simple compass directions and locational and directional language to describe the location and features and routes on a map. Locate basic human and physical features and landmarks using aerial photographs. Use and construct keys. Use fieldwork and observational skill to study the physical and human geography of the school and surrounding environment.

Geography: Developing Knowledge

Year 1	• I can use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities • I can name, locate and identify **characteristics** of the four countries and capital cities of the United Kingdom and its surrounding seas • I can identify the key features of a location to say whether it is coastal or rural	• I can understand geographical similarities and differences of my own locality and that of another small area of the United Kingdom	• Identify seasonal and daily weather patterns in the UK • I can use basic geographical vocabulary to refer to: - **key physical features** including: cliff, beach, coast, sea, forest, hill, mountain, weather - **key human features** including: factory, farm, house, office, shop, port, harbour	• I can ask and answer geographical questions such as: What is this place like? What or who will I see? What do people do in this place? • I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment • I can use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • I can use maps, globes and atlases to help me. • I can understand and use basic symbols on a map
Year 2	• I can use world maps, atlases and globes to identify other countries, the seven continents and five Oceans • I can identify the key features of a location to say whether it is a city, town or village	• I can understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area of a contrasting non- European country.	• I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • I can identify land use around the school. • I can use basic geographical vocabulary to refer to: - **key physical features** including: ocean, river, soil, valley, vegetation, season, climate and poles - **key human features** including: city, town, village	• I can use aerial images and plan perspectives to recognise landmarks and basic physical features. • I can use compass directions (north, south, east and west) • I can devise a simple map • I can understand, use and construct basic symbols in a key. • I can use simple grid references (A1, B1) • I can use maps, atlases, globes, diagrams and other sources of information such as Google Earth/maps • I can use numerical data represented through graphs and charts e.g. traffic surveys and results

Geography: Developing Knowledge

Geography – Lower Key Stage Two Progressive statements				
Year Group	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including locate the location of Russia) 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 understanding how some of these have changed over time	**Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	**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 Describe and understand key aspects of: 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 and globes and digital / computer mapping to locate countries and describe features studied 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.
Year 3	• I can name and locate UK positional, geographical regions e.g. North West and their identifying human and physical characteristics, *including hills, mountains, cities, rivers, key topographical features and land- use patterns.* • I can name and locate the countries of Europe and identify their main physical and human characteristics.	• I can describe geographical similarities and differences between a city within the UK and a city within a European Country	• I can describe key aspects of: - **physical geography**, including: volcanoes and earthquakes • I can describe key aspects of: - **human geography**, including: settlements	• I can ask and answer geographical questions about the physical and human characteristics of a location • I can explain own views about locations, giving reasons • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features • I 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 and digital technologies • I can use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Year 4	• I can name and locate counties and cities of the United Kingdom, including hills, mountains, cities, rivers, key topographical features and land- use patterns; and understand how some of these aspects have changed over time. • I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zone.	• I can describe geographical similarities and differences between a region within the UK and a region within a European Country e.g. Cheshire and Brittany.	• I can describe some of the characteristics of these Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • I can describe key aspects of: **physical geography**, including: rivers and the water cycle. • I can describe key aspects of: **human geography**, including: land use.	• I can explain own views about locations, giving reasons using geographical vocabulary • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • I can use a range of resources to identify the key physical and human features of a location. • I can use the eight points of a compass, four-figure grid references, symbols and key to navigate around a given route.

Geography: Developing Knowledge

Geography – Upper Key Stage Two Progressive statements				
Year Group	**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 N or S 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 Describe and understand key aspects of: 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.
Year 5	• I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics • I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	• I can describe geographical diversity across the world: ice caps, mountain ranges, deserts, rainforests, tropical regions, temperate regions etc. • I can name and locate the countries of South America and identify their main physical and human characteristics.	• I can describe and understand key aspects of: **physical geography**, including: biomes and vegetation belts, climate zones.	• I can collect and analyse statistics and other information in order to draw clear conclusions about locations. • I can use a range of geographical resources to give detailed descriptions of the characteristic features of a location. • I can use different types of fieldwork sampling *(random and systematic)* to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • I can use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • I can create maps of locations identifying patterns (such as: climate zones and population densities).

Geography: Developing Knowledge

Year 6	• I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics. • I can describe how locations around the world are changing and explain some of the reasons for change • I can describe how countries and geographical regions are interconnected and interdependent.	• I can name and locate the countries of North America and identify their main physical and human characteristics	• I can describe and understand key aspects of: **human geography**, including the distribution of natural resources including energy, food, minerals, and water supplies and economic activity including trade links	• I can collect and analyse statistics and other information in order to draw clear conclusions about locations • I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • I can use different types of fieldwork sampling *(random and systematic)* to observe, measure and record the human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs utilising digital technology