



Rattlesden C of E Primary Academy

Believe Embrace Shine Together I can do all things through Christ who strengthens me.' **Philippians 4:13**

Progression of skills

Geography

STICKY KNOWLEDGE/KEY LEARNING IN BOLD

	EYFS	Year 1	Year 2	Year 3
Locational knowledge	<ul style="list-style-type: none"> Talk about similarities and differences in relation to places, objects, materials and living things 	<ul style="list-style-type: none"> understand how some places are linked to other places e.g. roads, trains 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> identify where countries are within the UK and the key topographical features name and locate the cities of the UK
Place knowledge	<ul style="list-style-type: none"> talk about the features of my own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> name, describe and compare familiar places link their homes with other places in their local community know about some present changes that are happening in the local environment 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> understand why there are similarities and differences between places develop an awareness of how places relate to each other
Human and physical Geography	<ul style="list-style-type: none"> Begin to make observations of the environment Begin to and explain why some things occur and talk about changes 	<ul style="list-style-type: none"> describe seasonal weather changes 	<ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to key human features, 	<ul style="list-style-type: none"> identify physical and human features of the locality explain about weather conditions/patterns - begin to understand climate zones



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Progression of skills

<p>Geographic al skills and fieldwork</p>	<ul style="list-style-type: none"> Use everyday language to talk about positions and distance to solve problems 	<ul style="list-style-type: none"> ask simple geographical questions use simple observational skills to study the geography of the school and its grounds use simple maps of the local area e.g. large scale print, pictorial etc. use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as some countries, continents and oceans use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> ask and respond to geographical questions. Describe the landscape. Why is it like this? How is it changing? What do you think about that? analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. recognise that different people hold different views about an issue and begin to understand some of the reasons why understand and use a widening range of geographical terms/vocabulary make more detailed fieldwork sketches/diagrams use fieldwork instruments e.g. camera, rain gauge use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features use four figure grid references use the 8 points of a compass make plans and maps using symbols and keys
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Progression of skills

	Year 4	Year 5	Year 6
Locational knowledge	<ul style="list-style-type: none"> demonstrate knowledge of features about places around him/her and beyond the UK identify where countries are within Europe, including Russia recognise that people have differing qualities of life living in different locations and environments know how the locality is set within a wider geographical context 	<ul style="list-style-type: none"> identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day know about the wider context of places e.g. county, region, country know and describe where a variety of places are in relation to physical and human features 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe 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 UK, geographical regions and their human and physical characteristics, key topographical features, 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	<ul style="list-style-type: none"> know about the wider context of places – region, country understand why there are similarities and differences between places 	<ul style="list-style-type: none"> compare the physical and human features of different regions identifying similarities and differences 	<ul style="list-style-type: none"> understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a mainland European country and a region within North or South America
Human and physical Geography	<ul style="list-style-type: none"> describe human features of the UK regions, cities and/or counties understand the effect of landscape features on the development of a locality describe how people have been affected by changes in the environment explain about natural resources e.g. water in the locality explore weather patterns around parts of the world - identify climate zones 	<ul style="list-style-type: none"> understand how humans affect the environment over time know about changes to the world environments over time understand why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> 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



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Progression of skills

Geographical skills and fieldwork	<ul style="list-style-type: none">• understand and use a widening range of geographical terms• explore features on OS maps using 6 figure grid reference• draw accurate maps with more complex keys	<ul style="list-style-type: none">• understand and use a widening range of geographical terms• plan the steps and strategies for an enquiry	<ul style="list-style-type: none">• 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 his/her 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 methods, including sketch maps, plans and graphs, and digital technologies• understand and use a widening range of geographical terms• use maps, charts etc. to support decision making about the location of places e.g. new housing
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