

Geography

Geography Progression of Knowledge, Skills and Vocabulary						
Locational knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the terms 'near' and 'far' and using them to describe the position of objects or places in relation to themselves</p> <p>Recognizing and describing familiar places in their local environment, such as their home, school, park, or shops</p> <p>Developing a sense of direction and using simple positional language to describe the position of objects or places in relation to each other, for example, 'next to', 'behind', 'in front of'</p> <p>Identifying and comparing physical features of different environments, such as hills, rivers, and forests</p> <p>Exploring different modes of transport and their purposes, including how to stay safe when using them</p>	<p>Locate the UK and Africa on a globe or map.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Locate the world's climatic regions using maps concentrating on their environmental regions, key physical characteristics.</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, and Arctic regions.</p> <p>Name and locate some key counties and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers)</p>	<p>Locate the countries of North America, using maps, concentrating on their environmental regions, key physical and human characteristics, including major cities.</p> <p>Name and locate geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the countries of Europe using maps (including the location of Russia). concentrating on their environmental regions, key physical and human characteristics, including major cities.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Locate the countries of South America, using maps, concentrating on their environmental regions, key physical and human characteristics, including major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

Place knowledge

<p>Developing an awareness of different places in the world and the people who live there</p> <p>Identifying similarities and differences between different places and cultures, such as food and clothing</p> <p>Exploring their local community and becoming familiar with the features of different places, such as the park, library, or post office</p> <p>Recognizing and describing the different types of homes and buildings in their local environment, such as houses, apartments, and shops</p> <p>Understanding the concept of a journey and recognizing that different modes of transport are used to travel to different places</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country .</p>	<p>Understand geographical features of Peterborough and East Anglia.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in North America.</p>	<p>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.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.</p>
--	--	---	--	---	---	--

Map Skills

<p>Recognize and point to different symbols on a map, such as a house, a tree, or a road</p> <p>Follow simple directions</p>	<p>Use a simple picture map to move around the school.</p>	<p>Follow a route on a map</p> <p>Use simple compass directions (NESW)</p>	<p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS and digital</p>	<p>Follow a route on a large scale map</p> <p>Locate places on a range of maps with a variety of scales</p>	<p>Compare maps with aerial photos</p> <p>Select a map for a specific purpose</p>	<p>Follow a short route on an OS map</p> <p>Describe the features shown on an OS map</p>
--	--	--	---	---	---	--

<p>on a map, such as 'go straight' or 'turn left'</p> <p>Use a simple map to locate familiar places in their local environment, such as their home, school, or a local park</p> <p>Understand that a map is a picture of a place and can help them find their way around</p>	<p>Use relative vocabulary (bigger, smaller, like, dislike)</p> <p>Use directional language (near, far, up, down, left and right, forwards and backwards)</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features and use photos and maps to identify features.</p>	<p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Draw or make a map of real or imaginary places</p> <p>Use and construct basic symbols in a key.</p>	<p>Begin to match boundaries (e.g. find a boundary of a country on different scale maps)</p> <p>Use 4-figure compasses (NESW) and letter/number coordinates to identify features on a map</p> <p>Make a map of short route experiences with features</p> <p>Create a simple scale drawing</p> <p>Use standard symbols. Understand the importance of a key.</p>	<p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8-figure compass, and 4-figure grid references to identify features on a map</p> <p>Recognise and use OS maps symbols, including completion of a key and understanding why they are important</p> <p>Draw a sketch map from a high viewpoint.</p>	<p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8-figure compasses</p> <p>Begin to use 6-figure grid references</p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map including symbols and a key</p> <p>Use and recognise OS map symbols regularly</p>	<p>Use atlases to find out data about other places</p> <p>Use 8-figure compass and 6-figure grid references accurately</p> <p>Use lines of longitude and latitude on maps</p> <p>Draw maps of increasing complexity</p> <p>Begin to recognise and use atlas symbols</p>
--	--	--	--	---	--	---

Fieldwork

<p>Observing and describing the natural environment, such as the plants and animals in a nearby park or garden</p> <p>Collecting and sorting natural materials, such as leaves, stones, or shells, and discussing their properties and features</p> <p>Using simple tools, such as a magnifying glass or a bucket, to explore and investigate the natural world</p>	<p>Carry out a small survey of the school. Ask a familiar person prepared questions</p> <p>Recognise a photo or a video as a record of what has been seen.</p>	<p>Carry out a small survey of the local area</p> <p>Use a pro-forma to collect data (e.g. tally survey)</p>	<p>Ask geographical questions</p> <p>Use a simple database to present findings from fieldwork.</p>	<p>Use a database to present findings</p> <p>Add titles and labels to photos giving date and location information</p>	<p>Select appropriate methods for data collection such as interviews</p> <p>Use a database to interrogate/amend information collected</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p>	<p>Decide upon your own geographical question, using appropriate language</p> <p>Then plan, collect, present and evaluate your own data choosing the most effective methods.</p>
---	--	--	--	---	--	--

Discussing their observations of the natural world with others						
Vocabulary						
Map Globe Country Continent Weather Season	Compass Symbol Direction Locational language Human features Physical features	Settlement Environment Local area Land use Natural resources Weather patterns	Climate Ecosystem Geography Habitat Map key River system Compass rose Contour line Geographical features Grid reference Human settlement Landform	Biome Erosion Latitude Longitude Plate tectonics Population Coastal erosion Earthquake Ecosystem services Fossil fuels River source Rural-urban migration	Climate change Equator Glacier Human geography Rainforest Sustainability Carbon footprint Climate zone Fair trade Geothermal energy Rain shadow Tectonic plates	Deforestation Geographical information systems (GIS) Migration Natural hazard Sustainability Topography Carbon cycle Ecological footprint Globalisation International aid Troposphere Weathering