

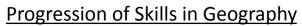
# **Early Years Progression for Geography Skills and Knowledge**

The teaching of geographical skills and knowledge begins in Early Years at Hipsburn Primary School as part of the Understanding the World curriculum. Alongside this progression grid, effective communication and language skills are an essential part of geography development for our youngest learners.

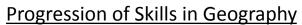
Preschool 1 (2-3yr olds)	Preschool 2 (3-4yr olds)	Reception		
<ul> <li>Explore and respond to different natural phenomena in their settings and on trips.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> </ul>	<ul> <li>Use all senses in hands on exploration of natural materials.</li> <li>Explore collections of materials with similar and / or different properties.</li> <li>Talk about what they see using a wide vocabulary.</li> <li>Show interest in different occupations.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>		



Locational Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a world map.  Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.  Locate and name the countries making up the British Isles, with their capital cities.  Identify longest rivers in the world, largest deserts, highest mountains.  Compare with UK.  Identify the position and significance of Equator, N. and S.  Hemisphere, Tropics of Cancer and Capricorn.	On a world map, locate areas of similar environmental regions.  Locate and name the main counties and cities in our local area.	Locate the main countries in Europe and North or South America. Locate and name principal cities.  Compare two different regions in UK-rural/urban.  Locate and name the main counties and cities in England.  Linking with History, compare land use maps of UK from past with the present.  Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.  Linking with local history, map how land use has changed in local area over time.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.



Place Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	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.	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science- rocks.	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.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia  Understand some of the reasons for similarities and
differences.  Human and Physical Geography					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify seasonal and daily weather patterns in the United Kingdom.  Identify 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: forest, hill, mountain, soil, valley, vegetation Key human features: city, town, village,	Use basic geographical vocabulary to refer to: Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: Physical geography including rivers and the water cycle, Brief introduction to volcanoes and earthquakes linking to science- rock types. Human geography including trade links in the pre-Roman and Roman era.	Describe and understand key aspects of: Physical geography including climate zones, biomes and vegetation belts (link to work on Rainforest)  Types of settlements in modern Britain: villages, towns, cities.	Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Human geography including trade between UK and Europe and ROW	Describe and understand key aspects of: Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  Distribution of natural resources focussing on energy.



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factory, farm, house,				Fair/unfair distribution	
office		Types of settlements in		of resources (Fairtrade).	
		Early Britain linked to			
		History. Why did early		Types of settlements in	
		people choose to settle		Viking, Saxon Britain	
		there?		linked to History.	
		Geographical Ski	lls and Fieldwork		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use world maps,	Use aerial photographs	Use maps, atlases,	Use maps, atlases,	Use maps, atlases,	Use maps, atlases,
atlases and globes to	and plan perspectives	globes and	globes and	globes and	globes and
identify the United	to recognise landmarks	digital/computer	digital/computer	digital/computer	digital/computer
Kingdom and its	and basic human and	mapping (Google Earth)	mapping (Google Earth)	mapping (Google Earth)	mapping (Google Earth)
countries.	physical features:	to locate countries and	to locate countries and	to locate countries and	to locate countries and
	devise a simple map;	describe features	describe features	describe features	describe features
Use simple fieldwork	use and construct basic	studied.	studied.	studied.	studied.
and observational skills	symbols in a key.				
to study the geography	Use simple compass	Learn the eight points	Learn the eight points	Use the eight points of	Extend to 6 figure grid
of the school and its	directions (North,	of a compass, 2 figure	of a compass,	a compass, four-figure	references with
grounds and the key	South, East and West)	grid reference (maths	four-figure grid	grid references,	teaching of latitude and
human and physical	and locational and	co-ordinates), some	references.	symbols and key	longitude in depth.
features of its	directional language	basic symbols and key		(including the use of	
surrounding	(for example, near and	(including the use of a	Use fieldwork to	Ordnance Survey maps)	Expand map skills to
environment.	far; left and right), to	simplified Ordnance	observe, measure and	to build their	include non-UK
	describe the location of	Survey maps) to build	record the human and	knowledge of the	countries.
	features and routes on	their knowledge of the	physical features in the	United Kingdom in the	
	a map.	United Kingdom and	local area using a range	past and present.	Use fieldwork to
		the wider world.	of methods, including		observe, measure and
			sketch maps, plans and	Use fieldwork to	record the human and
		Use fieldwork to	graphs, and digital	observe, measure and	physical features in the
		observe and record the	technologies.	record the human and	local area using a range
		human and physical		physical features in the	of methods, including
		features in the local		local area using a range	sketch maps, plans and
		area using a range of		of methods, including	

Progression of Skills in Geography			Annary School
	methods, including sketch maps, plans and graphs, and digital technologies.	sketch maps, plans and graphs, and digital technologies.	graphs, and digital technologies.



## **Key Stage 1 National Curriculum Expectations:**

Pupils should be taught:

## **Locational Knowledge**

- 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 and its surrounding seas.

## **Place Knowledge**

 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.

#### **Human and Physical Geography**

- 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
- - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Pupils should be taught:

#### **Geographical Skills and Fieldwork**

- 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;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, 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.

**Key Stage 2 National Curriculum Expectations:** 



Pupils should be taught:

#### **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 North or South America.

Pupils should be taught:

#### **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;
- 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.