



# St. Joseph's Knowledge & Skills Progression Geography 2021-2022



	The Natural World			People, Cultures & Communities				
Nursery	<p>Enjoys outdoor play</p> <p>Shows an interest in found/natural objects</p> <p>Talks about what they see using a wide vocabulary</p> <p>Uses senses to explore and describe natural objects</p>			<p>Notices differences in people</p> <p>Takes part in and enjoys learning about different celebrations</p> <p>Enjoys using small world resources</p> <p>Can talk about traditions and customs</p> <p>Enjoys learning about different cultures</p> <p>Knows what we use a map for</p>				
	The Natural World			People, Cultures & Communities				
EYFS	<p>Explores and comments on the natural world around them</p> <p>Make comparisons between local environment and contrasting ones</p> <p>Beginning to understand the changes that happen with the seasons</p> <p>Notices and comments on changes in the weather</p>			<p>Knows and can talk about where they live, naming significant places</p> <p>Recognises similarities and differences between people</p> <p>Explain some similarities and differences between our country and others</p> <p>Recognises features on a map</p>				
	Location Knowledge	Place Knowledge	Human and Physical Geography	Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT/Technology
Year 1	<p><u>Name and locate the world's seven continents and five oceans</u></p> <p><u>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</u></p> <p>Name and locate some</p>	<p><u>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - locality; school and</u></p>	<p><u>Identify daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</u></p> <p><u>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</u></p>	<p><u>Use world maps, atlases and globes to identify the countries, continents and oceans studied</u></p> <p>Know that maps give information about places in the world (where/what?)</p> <p>Use large scale maps and aerial photos of the school and local area.</p> <p>Recognise simple features on maps e.g. buildings, roads and fields.</p>	<p><u>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods</u></p> <p>Use cameras and audio equipment to record geographical</p>	<p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</p> <p>Observe and describe daily weather patterns</p> <p>Describe some similarities and differences when studying places and</p>	<p>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as</p>	<p>Use simple electronic globes/maps.</p> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</p> <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons,</p>

	places in the wider world - hot and cold areas in relation to the equator	surrounding area  Study a hot and cold area	<u>valley, season and weather;</u>  <u>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop.</u>	Know that symbols mean something on maps.  Look down on objects and make a plan e.g. of the classroom or playground.  Locate land and sea on maps.  Use vocabulary such as bigger/smaller, near/far.	features, changes, differences e.g. weather, seasons, vegetation, buildings etc.  <u>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</u>	features e.g. hot and cold places in the world	near, far, left and right.  Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.	vegetation, buildings etc.  Describe and label electronic images produced.
Year 2	Name, locate and identify characteristics of significant places in the UK  Name, locate and identify characteristics of significant places in the locality	<u>Understand geographical similarities and differences through studying a small area of the United Kingdom, and of a small area in a contrasting non-European country</u>	<u>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</u>  <u>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;</u>  <u>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm.</u>	<u>Devise a simple map; and use and construct basic symbols in a key</u>  <u>Use world maps, atlases and globes to identify the countries, continents and oceans studied</u>  Look down on objects and make a plan e.g. of the classroom or playground. Including some symbols  Begin to realise why maps need a key  Find a given OS symbol on a map with support  Know which direction is North on an OS map  Use and construct basic symbols in a map  Follow a route on a map starting with a picture map of the school  Recognise that maps need titles  Recognise landmarks and basic human features on aerial photos	<u>Use simple compass directions and locational and directional to describe the location of features and routes on a map</u>  <u>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods</u>  Use simple compass directions (NSEW).  Use aerial photos and plan perspectives to recognise landmarks and	Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'  Recognise differences between their own and others' lives.  Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environment  Investigate through observation and description.	Notice and describe patterns.  Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.  Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)	Do simple searches within specific geographic software.  Use a postcode to find a place on a digital map.  Add simple labels to a digital map.  Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.

			<u>house, office, port, harbour and shop.</u>		basic human and physical features.			
Year 3	<u>Name and locate counties and cities of the United Kingdom</u> in relation to the chosen locality	<u>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – Lancaster</u>	<u>Describe and understand key aspects of: human geography, including: types of settlement</u>  Make observations about places and features that change over time	<u>Use a wide range of maps (including digital), atlases, globes and digital maps to locate countries and features studied.</u>  <u>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</u>  Use maps at more than one scale  Recognise that large scale maps cover less area  Make and use simple route maps  Create maps of small areas with features in the correct place  Use the index and contents page of atlases  Recognise some standard OS symbols  Make a simple scaled drawing e.g. of the classroom  Relate measurement on large scale maps to measurements outside	<u>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies</u>  Use the eight points of a compass	Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes  Make comparisons with their own lives and their own situation.  Show increasing empathy and describe similarities as well as differences.	Identify and describe geographical features, processes (changes), and patterns.  Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.	Use the zoom facility on digital maps to locate places at different scales.  Add photos to digital maps.  Draw and follow routes on digital maps.  Use spreadsheets, tables and charts to collect and display geographical data.
Year 4	<u>Name and locate counties and cities of the United Kingdom</u>  <u>Identify the position and</u>	<u>Understand geographical similarities and differences through the study of</u>	<u>Describe and understand key aspects of: Physical geography, including: water cycle</u>	<u>Use a wide range of maps (including digital), atlases, globes and digital maps to locate countries and features studied.</u>	<u>Use fieldwork to observe and present the human and physical features in the local area using sketch</u>	Identify and describe similarities, difference and patterns when investigating different places, environments and people	Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and	Use presentation/multimedia software to record and explain geographical features and processes.

	<p><u>significance of latitude, longitude</u></p> <p>Locate and name major rivers in the UK</p>	<p><u>human and physical geography of a region in the United Kingdom – Lake District</u></p>	<p>Describe how features and places change and the links between people and environments</p>	<p><u>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</u></p> <p>Use maps and diagrams from a range of publications e.g. Holiday brochures, leaflets, town plans</p> <p>Recognise patterns on maps and begin to explain what they show. (River changes)</p> <p>Label maps with titles to show their purpose</p> <p>Recognise that contours show height and slope</p> <p>Use 4 figure coordinates to locate features on maps</p> <p>Use plan views</p> <p>Recognise some standard OS symbols</p> <p>Link features on maps to photos and aerial views</p> <p>Use a scale bar to calculate some distances</p>	<p><u>maps, plans and digital technologies</u></p> <p>Use the eight points of a compass. observe, record and explain physical and human features of the environment</p> <p>Make links between features observed in the environment to those on maps and aerial photos.</p>	<p>Make comparisons with their own lives and their own situation.</p>	<p>source when learning about rivers.</p> <p>Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</p>	<p>View a range of satellite images.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>Make use of geography in the news – online reports &amp; websites.</p>
Year 5	<p><u>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</u></p>	<p><u>Understand geographical similarities and differences through the study of human and physical geography of a region in</u></p>	<p><u>Describe and understand key aspects of: human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy,</u></p>	<p><u>Use a wide range of maps (including digital), atlases, globes and digital maps to locate countries and features studied.</u></p> <p><u>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</u></p>	<p><u>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</u></p>	<p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?</p>	<p>Identify and explain increasing complex geographical features, processes(changes), patterns, relationships and ideas.</p> <p>Use more precise geographical</p>	<p>Use appropriate search facilities when locating places on digital/online maps and websites.</p> <p>Use wider range of labels and measuring tools on digital maps.</p> <p>Collect and present data electronically e.g.</p>

	<p><u>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</u></p> <p><u>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</u></p>	<p><u>a European country</u></p>	<p><u>food, minerals and water.</u></p> <p>Demonstrate understanding of how and why some features or places are similar of different and how and why they change</p>	<p>Relate different maps to each other and to aerial photographs</p> <p>Begin to understand the difference between maps e.g. Google maps vs Google Earth and OS maps</p> <p>Choose the most appropriate map/globe for a specific purpose Follow routes on maps describing what can be seen</p> <p>Understand that the purpose, scale, symbols and style are related</p> <p>Identify, describe and interpret relief features on OS maps</p> <p>Use a wider range of OS symbols including 1:50K symbols</p> <p>Know the different scale OS maps use some different symbols</p> <p>Use models and maps to discuss land shape i.e. contours and slopes</p> <p>Draw measured plans</p>	<p>Use 8 digit cardinal points to give directions and instructions.</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record, e.g. weather, at different times and in different places.</p>	<p>Recognise geographical issues affecting people in different places and environments.</p>	<p>language relating to the physical and human processes see POS.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news.</p>	<p>through the use of electronic questionnaires/surveys.</p> <p>Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.</p>
Year 6	<p><u>Locate the world's countries, using maps to focus on North and South America</u></p> <p><u>Identify the position and significance of Equator, Northern Hemisphere,</u></p>	<p><u>Understand geographical similarities and differences through the study of human and physical geography of a region within North</u></p>	<p><u>Describe and understand key aspects of: physical geography, including: climate zones and biomes.</u></p> <p><u>Describe and understand key aspects of: physical geography,</u></p>	<p><u>Use a wide range of maps (including digital), atlases, globes and digital maps to locate countries and features studied.</u></p> <p><u>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</u></p> <p>Relate different maps to each other and to aerial photographs</p>	<p><u>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</u></p> <p>Interpret data collected and</p>	<p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?</p>	<p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length</p>	<p>Start to explain satellite imagery.</p> <p>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</p> <p>Investigate electronic links with schools/children in other</p>

	<p><u>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</u></p> <p><u>Locate the world's countries, using maps to focus location of volcanoes and earthquakes</u></p> <p>Name and locate an extensive range of places in the world including globally and topically significant features and events</p>	<p><u>or South America</u></p>	<p><u>including: volcanoes, tornadoes, tsunamis and earthquakes</u></p> <p>Human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p>	<p>Interpret and use thematic maps</p> <p>Recognise different map projections</p> <p>Use latitude/longitude in a globe or atlas</p> <p>Create sketch maps using symbols and a key.</p> <p>Use the scale bar on maps</p> <p>Read and compare map scales</p> <p>Use 6 figure coordinates</p>	<p>present the information in a variety of ways including charts and graphs.</p>	<p>Make predictions and test simple hypotheses about people and places.</p>		<p>places e.g. email/video communication.</p>
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