



# St. Aloysius Catholic Primary School

## Geography Progression of Knowledge and Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Name and Locate a local town and understand how some places are linked to other places e.g. roads, trains.</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.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p>	<p>Identify where counties are within the UK and the key topographical features.</p> <p>Name and locate the cities of the UK</p>	<p>Recognise the different shapes of continents.</p> <p>Demonstrate knowledge of features about places around them and beyond the UK.</p> <p>Identify where countries are within Europe; including Russia.</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know how a locality is set within a wider geographical context.</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>Recognise different shapes of countries.</p> <p>Identify the physical characteristics and key topographic features of the countries within North America.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent.</p>	<p>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</p> <p>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 landuse patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>

							<i>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</i>
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<i>Place Knowledge</i>	<p><i>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.</i></p> <p><i>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</i></p>	<p><i>Name, describe and compare familiar places for example the school</i></p> <p><i>Link their homes with other places in their local community.</i></p> <p><i>Know about some present changes that are happening in the local environment e.g. at school</i></p> <p><i>Suggest ideas for improving the school environment</i></p>	<p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non European country.</i></p>	<p><i>Recognise there are similarities and differences between places</i></p> <p><i>Develop an awareness of how places relate to each other</i></p>	<p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a European country (class name)</i></p>	<p><i>Compare a region in the UK with a region in North or South America with significant differences and similarities.</i></p>	<p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of North and South America</i></p>

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<b>Human and Physical Geography</b>	<i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	<i>Identify seasonal and daily weather patterns in the UK.</i>	<p><i>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <p><i>Key physical features including: weather, season, forest, hill, mountain, soil, valley, vegetation, land, sea, beach, coast and cliff.</i></p> <p><i>Key human features including: country, city, town, village, road, street, factory, farm, house, school, park, playground and office.</i></p>	<p><i>Explain about weather conditions/patterns around the UK and parts of Europe</i></p> <p><i>Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.</i></p>	<p><i>Describe human features of UK regions, cities and/or counties.</i></p> <p><i>Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality.</i></p> <p><i>Describe how people have been affected by changes in the environment.</i></p> <p><i>Explore weather patterns around parts of the world.</i></p>	<p><i>Understand weather patterns around the world and relate these to climate zones.</i></p> <p><i>Know how rivers erode, transport and deposit materials.</i></p> <p><i>Know about the physical features of coasts and begin to understand erosion and deposition.</i></p> <p><i>Understand how humans affect the environment over time.</i></p> <p><i>Know about changes to world environments over time.</i></p> <p><i>Understand why people seek to manage and sustain their environment.</i></p> <p><i>Including trade between UK and Europe and ROW</i></p> <p><i>Fair/unfair distribution of resources (Fairtrade).</i></p>	<p><i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p>

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<i>Geography skills and fieldwork</i>	<i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i>	<p><i>Ask simple questions geographical questions e.g. What is it like to live in this place?</i></p> <p><i>Use simple observational skills to study geography of the school and its grounds.</i></p> <p><i>Use simple maps of the local area.</i></p> <p><i>Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.</i></p> <p><i>Make simple maps and plans</i></p>	<p><i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment.</i></p> <p><i>countries, continents and oceans.</i></p> <p><i>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.</i></p>	<p><i>Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features.</i></p> <p><i>Analyse evidence and soil, mountain, port, harbour, factory, office.</i></p> <p><i>Make more detailed fieldwork sketches/diagrams</i></p> <p><i>Use fieldwork instruments e.g. cameras, rain gauge.</i></p> <p><i>Use four figure grid references.</i></p> <p><i>Use the 8 points of a compass</i></p> <p><i>Make plans and maps using symbols and keys draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc</i></p> <p><i>Ask and respond to geographical questions e.g. Describe the</i></p>	<p><i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</i></p> <p><i>Measure straight line distances using the appropriate scale.</i></p> <p><i>Explore features on OS maps using 6 figure grid references.</i></p> <p><i>Draw accurate maps with more complex keys.</i></p> <p><i>Plan the steps and strategies for an enquiry</i></p>	<p><i>Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p>	<p><i>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six - figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world.</i></p> <p><i>Use fieldwork to observe, measure 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></p> <p><i>Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</i></p> <p><i>Use maps, charts etc to support decision making about the location of places e.g. new bypass.</i></p>

			<p><i>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.</i></p>	<p><i>landscape, Why is it like this? How is it changing? What do you think about that?</i></p> <p><i>Recognise that different people hold different views about an issue and begin to understand some reasons why.</i></p> <p><i>Communicate findings in ways appropriate to the task or for the audience.</i></p> <p><i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</i></p> <p><i>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation</i></p>			
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