

Geography: Skills and Knowledge Progression Map

The teaching of geography is organised on a two-year rolling programme. Expected outcomes for skills and knowledge progression are therefore listed as those to be acquired by the end of the phase. Please also see the additional long term planning documentation for specific details of organisation and sequence of the units covered.

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Locational Knowledge	Name and locate different parts of my local community.	Name and locate on a map the world's 7 continents.	Locate the continents of North and South America, identifying some of their environmental regions, key physical and human characteristics, countries and major cities.	Locate Europe and identify some of its characteristics.
		Name and locate on a map the world's 5 oceans.	Explore South-East Brazil and Rio de Janeiro within the South American continent as a focus area.	Identify and locate some of Europe's countries and capital cities (including Russia).
Place Knowledge	Talk about similarities and differences between places in my local area, e.g. the school playground and the village playground.	Name and locate the 4 nations (countries) and some features of the UK, including their capital cities and its surrounding seas.	Locate and describe the principle features of the Amazon, situating it within the South American continent and compare and contrasting it with South-East Brazil.	Locate and examine the principle features of Greece and the region around Athens (our European focus region).
		Know the name of the village/city where I live.	Identify the position & significance of lines of latitude, the Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn and how latitude is linked to climate.	Locate the UK and identify its principle features when seen at a range of scales, from the global to the immediately local.
Human & Physical Geography	Exploring my local area, observe and express opinions on the natural and built environment.	Understand where I am in the world in relation to city, country and continent.	Understand geographical similarities and differences between regions of North and South America and a region of the UK.	Revise knowledge of the 4 countries of the UK (building on previous knowledge) and its capital cities, extending to other major cities.
		Locate Zambia and the village of Mugurameno (our contrasting locality focus).	Compare key facts about Brazil with the UK.	Compare and contrast the different countries of the UK (with reference to geographical regions, human and physical characteristics and key topographical features.)
		Describe some geographical similarities & differences between our local area and a village in Zambia (Mugurameno).	Identify the world's main rivers, including some key information on them.	Compare the region of Athens with my local area.
		Identify weather patterns in the UK (daily & seasonal).	Identify the key elements and features of a river.	Understand the structure of the Earth.
		Talk about the local area and name and locate key landmarks.		Describe and understand key aspects of physical geography, including mountains, volcanoes and

		<p>Observe and use geographical vocabulary to describe some physical features (e.g. hill, valley, river) and human features (e.g. farm, house, factory, shop) of our local area, Stamford Bridge, contrasting this with Mugurameno Village, Zambia.</p> <p>Describe the human & physical features of one of the UK's capital cities.</p> <p>Identify where some of the world's main hot & cold areas are (relating these to the North & South poles and Equator).</p> <p>Identify some animals that live in hot and cold places and recognise how they adapt.</p>	<p>Understand basic flood management and evaluate a range of possible flood prevention measures.</p> <p>Understand the key elements of the water cycle.</p> <p>Describe where the world's main climate zones are (<i>building on their prior understanding of hot & cold regions</i>).</p> <p>Compare temperate & tropical climates.</p> <p>Recognise the key elements of a rainforest biome.</p> <p>Explain how some human beings have adapted to life in the rainforest and the Amazon.</p>	<p>earthquakes.</p> <p>Describe and explain the types of industries in which people in the UK work.</p> <p>Understand the different types of energy sources used in the UK.</p> <p>Evaluate the advantages & disadvantages of wind energy.</p> <p>Explore different European cuisine, related to food production, in specific regions.</p> <p>Compare life in Athens with my local area.</p>
<p>Geographical Skills & Fieldwork</p>	<p>Develop interest in features of my environment in the immediate local area, e.g. make visits to local shops and parks.</p> <p>Show care & concern for living things in their environment.</p>	<p>Know that maps give information about the world (where and what?).</p> <p>Use simple compass directions (North, South, East & West) and locational and directional language (e.g. near, far; left, right) to describe a journey on a map of the local area.</p> <p>Look down on objects and make a plan, e.g. objects on a desk.</p> <p>Know which direction North is on an Ordnance Survey map.</p> <p>Draw a simple map with symbols and a basic key (of local area).</p>	<p>Give maps a title to show their purpose.</p> <p>Use 4 and 8 points of the compass to describe direction.</p> <p>Use 4-figure coordinates to locate features, and recognise that 6-figure grid references can provide greater accuracy when describing location.</p> <p>Use plan views confidently.</p> <p>Use the scale bar to estimate distance.</p> <p>Give maps a key with standard symbols. Use some Ordnance Survey style symbols.</p> <p>Use globes and atlases to identify climate</p>	<p>Use thematic maps for specific purposes.</p> <p>Give accurate directions and instructions to 8 cardinal points.</p> <p>Use both 4 and 6-figure coordinates to locate features.</p> <p>Use models and maps to talk about contours and slope.</p> <p>Use a scale bar on all maps.</p> <p>Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.</p>

		<p>Create a simple weather chart based on first-hand observations, identifying patterns in the data collected.</p> <p>Use globes & atlases to identify continents and oceans, including the location of the UK, Europe, Zambia & Africa.</p> <p>Use atlases & globes to identify the world's hot and cold regions (including locating the UK and Zambia within them).</p> <p>Compare simple maps and aerial views of Stamford Bridge and the contrasting location in Zambia.</p>	<p>zones and consider their impact on different parts of the Americas, including South-East Brazil.</p> <p>Use globes, atlases and maps to identify the main human and physical features of North & South America, including rivers, rainforests and other biomes.</p> <p>Interpret maps and aerial views of the Americas, South-East Brazil and Rio at a variety of scales, making comparisons with places previously studied.</p>	<p>Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region.</p> <p>Interpret a range of maps and aerial views of Athens, Greece & the Mediterranean region and apply this information to their understanding of it.</p>
<p>Digital Mapping Skills (using 'Digimaps for Schools')</p>		<p>Find places using a simple name search.</p> <p>Use tools to draw around simple shapes and explain what they are on the map, e.g. house, lake.</p> <p>Zoom in and out of a map and know that when you zoom in you see a smaller area in more detail.</p> <p>Add simple information to maps, e.g. labels & markers.</p> <p>Use the measurement tool, with support, to show distance (e.g. my house to school).</p> <p>Use aerial photographs to identify physical and human features of a locality. Draw a simple route.</p>	<p>Find places using a place name, postcode or grid reference search.</p> <p>Use the 'Grid Reference Tool' to record location.</p> <p>Highlight an area on a map and measure it using the 'Area Measurement Tool'.</p> <p>Use the zoom function to locate places and to explore at different scales.</p> <p>Add photographs to specific locations on a map.</p> <p>Use the linear measurement tool independently to calculate distances.</p> <p>Add photographs to specific locations on a map.</p>	<p>Find six-figure grid references and check using the 'Grid Reference Tool'.</p> <p>Combine area and point markers to illustrate a theme.</p> <p>Use maps at different scales to illustrate an issue.</p> <p>Use maps to research factual information about locations and features.</p> <p>Use linear and area measuring tools accurately.</p> <p><i>Confidently, accurately and independently demonstrate all the digital mapping skills listed at LKS2.</i></p>
<p>Vocabulary</p>	<p>Please refer to separate 'Framework for Progression in Geographical Vocabulary @ SBPS' document for detailed guidance on specific essential vocabulary linked to units covered on long term plan.</p>			