

## Progression of Knowledge & Skills in Geography

	<b>Investigating Places</b>	<b>Investigating Patterns &amp; Making Comparisons</b>	<b>Communicating Geographically</b>
<b>EYFS</b>	Talk about features of the immediate environment & how environments may differ from one another	Know about similarities in relation to places, objects, materials & living things	Talk about changes in environments
<b>Year 1</b>	<p>Ask &amp; answer geographical questions</p> <p>Use simple fieldwork &amp; observational skills to study the geography of the school &amp; the key human &amp; physical features of its surrounding environment</p> <p>Use aerial images &amp; plan perspectives to recognise landmarks &amp; basic physical features</p> <p>Name, locate &amp; identify characteristics of the 4 countries &amp; capital cities of the UK &amp; its surroundings</p>	<p>Identify seasonal &amp; daily weather patterns in the UK</p> <p>Identify land use around school</p>	<p>Devise a simple map</p> <p>Use and construct basic symbols in a key</p>
<b>Year 2</b>	<p>Identify key features of a location in order to say whether it is a town, city, village, coastal or rural area</p> <p>Use world maps, atlases &amp; globes to identify the UK &amp; its countries, as well as the countries, continents &amp; oceans</p> <p>Name &amp; locate the world's continents &amp; oceans</p>	<p>Understand geographical similarities &amp; differences through studying the human &amp; physical geography of a small area of the UK &amp; of a contrasting non-European country</p> <p>Identify the location of hot &amp; cold areas of the world in relation to the equator &amp; the North &amp; South Poles</p>	<p>Use basic geographical vocabulary to refer to key physical &amp; human features</p> <p>Use compass directions &amp; locational language to describe the location of features &amp; routes on a map</p> <p>Use simple grid references</p>

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<b>Year 3</b>	<p>Ask &amp; answer geographical questions about the physical &amp; human characteristics of a location</p> <p>Use a range of resources to identify the key physical &amp; human features of a location</p> <p>Understand how some aspects of the human &amp; physical characteristics of the UK have changed over time</p>	<p>Describe how the locality of the school has changed over time</p>	<p>Describe the key aspects of human geography, including settlements &amp; land use</p>
<b>Year 4</b>	<p>Explain own view about locations, giving reasons</p> <p>Use maps, atlases, globes &amp; digital/computer mapping to locate countries &amp; describe features</p> <p>Use field work to observe &amp; record the human &amp; physical features of the local area using a range of methods, including sketch maps, plans &amp; graphs &amp; digital technologies</p> <p>Name &amp; locate countries &amp; cities of the UK, geographical regions &amp; their identifying human &amp; physical characteristics, including hills, mountains, key topographical features</p> <p>Name &amp; locate the countries of Europe &amp; identify their main physical &amp; human characteristics</p>	<p>Describe geographical similarities &amp; difference between countries</p>	<p>Describe key aspects of physical geography, including rivers &amp; mountains</p> <p>Use the eight points of a compass, four figure grid references, symbols &amp; keys to communicate knowledge of the UK &amp; the wider world</p>

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<b>Year 5</b>	<p>Identify &amp; describe how the physical features affect the human activity within a location</p> <p>Use different types of fieldwork sampling (random &amp; systematic) to observe, measure &amp; record the human &amp; physical features in the local area. Record the results in a range of ways</p> <p>Analyse &amp; give views of the effectiveness of different geographical representations of a location</p> <p>Name &amp; locate some of the countries &amp; cities of the world &amp; their identifying human &amp; physical characteristics, including hills, mountains &amp; understand how these aspects have changed over time</p>	<p>Identify the position &amp; significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer &amp; Capricorn, Arctic &amp; the Antarctic Circle, the Prime/Greenwich Meriden &amp; times zones (Including day &amp; night)</p> <p>Describe how locations around the world are changing &amp; explain some of the reasons for change</p>	<p>Use the eight points of a compass, four figure grid references, symbols &amp; a key (that uses Standard Ordnance Survey Symbols) to communicate knowledge of the UK &amp; the world</p>

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<b>Year 6</b>	<p>Collect &amp; analyse statistics &amp; other information in order to draw clear conclusions about locations</p> <p>Use a range of geographical resources to give detailed descriptions &amp; opinions of the characteristic features of a location</p> <p>Name &amp; locate the countries of North &amp; South America &amp; identify their main physical &amp; human characteristics</p>	<p>Understand some of the reasons for geographical similarities &amp; differences between countries</p> <p>Describe geographical diversity across the world</p> <p>Describe how countries &amp; geographical regions are interconnected &amp; interdependent</p>	<p>Describe &amp; understand key aspects of physical &amp; human geography</p> <p>Use 6-figure grid references, symbols &amp; keys to build their knowledge of the UK and wider world</p> <p>Create maps &amp; locations, identifying patterns (such as land use, climate zones, population densities, height of land)</p>