



## Geography Skills Progression Grid

Early Years Outcome	KS1 National Curriculum Aims	KS2 National Curriculum Aims
<p>The main Early Years Outcomes covered in History are:</p> <ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions (UTW – P&amp;C ELG)</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes (UTW- TW ELG)</li> </ul>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Human and Physical geography</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to</li> </ul>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

	<p>the Equator and the North and South Poles</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>time zones (including day and night)</p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects 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</li> </ul> <p>Geography – key stages 1 and 2 4</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>
--	--	---

Location Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can identify their classroom and name their school.</p> <p>Children can follow simple instructions to access areas of school.</p>	<p>Children can identify where they live in terms of Swalwell or Gateshead and Newcastle upon Tyne.</p> <p>Children can draw simple diagrams in relation to the layout and grounds of school.</p>	<p>Children recognise they live in Swalwell which is based in Gateshead in the North East of England.</p> <p>Children can name the countries of the United Kingdom.</p> <p>Children can use maps and atlases to identify the countries of the UK.</p> <p>Children know the term Europe.</p>	<p>Children can name the countries and capital cities of the United Kingdom.</p> <p>Children can name the seven continents.</p> <p>Children can name the 5 oceans.</p> <p>Children can use maps and atlases to locate the main countries of the UK and capital cities.</p>	<p>Children can locate the major towns and cities within the UK on globes, atlases and maps identifying some maps.</p> <p>Children can identify the location of the seven continents and five oceans in globes, atlases and maps.</p> <p>Children can locate Europe in globes, atlases and maps naming the countries within it.</p>	<p>Children can locate and name some of the counties of the UK identifying all major towns and cities and naming the rivers.</p> <p>Children can locate the countries of Europe on globes, maps and atlases together with capital cities and major rivers e.g. Sienna and Rhine.</p>	<p>Children can name and locate all counties of the UK identifying towns, cities and rivers and begin to identify geographical differences between them linked to both human and physical features e.g. difference between London and Newcastle.</p> <p>Children are confident with Europe and its countries, major cities and rivers they extend their knowledge beyond Europe to name an increasing number of countries across the world and locate them using</p>	<p>Children are confident in their knowledge of UK and the similarities and differences between different geographical locations within the UK.</p> <p>Children can name and locate an increasing number of countries across all seven continents using a range of atlases, maps and globes.</p>

						globes, maps and atlases.	
Place Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can identify key features of their classroom e.g. door, window, table etc.	Children can identify key features of the estate on which they live and name key pieces of street furniture e.g lamppost, road signs etc.	Can identify the key features of their village and local area and name some of the streets e.g. village hall, shops etc.  Can identify the differences between hot and cold places in terms of temperature.	Can name the streets of their village and the key features of the local area e.g. Shops, churches etc.giving names.  Can identify the key geographical differences between hot and cold places specifically linked to their climate and geographical locations using the terms poles and equator.	Children can identify a range of similarities and differences between Newcastle/Durham and areas of Europe e.g. linked to land use and types of settlements.	Children can identify a range of similarities and differences between Newcastle/Durham and areas of Europe linked to an increasing number of factors including types of settlement, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Children can identify similarities and differences between areas of the UK, Europe and the wider world linked land use and types of settlement.	Children can identify similarities and differences between areas of the UK, Europe and the wider world linked to an increasing number of factors including types of settlement, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Human and Physical Geography							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can identify patterns in their	Children can identify simple	Children can identify seasonal weather patterns	Children can discuss seasonal weather	Children can use vocabulary linked to mountains and	Children can name mountain ranges of the world and	Children can identify forests within the UK and	Children can explain in detail the impact of

<p>environment and talk about them.</p> <p>Children explore their local environment in relation to school and the grounds.</p> <p>Children can talk about their friend and identify how they are different e.g. hair colour, eye colour etc.</p>	<p>seasonal changes linked to plants and animals.</p> <p>Children can talk about different places around the world linked to stories they have heard and describe what they are like.</p> <p>Children can identify some traditions around the world e.g. Chinese New Year etc.</p>	<p>within the UK using correct terminology.</p> <p>Children can use identified key vocabulary to talk about physical and human features of their local area.</p>	<p>patterns within the UK and link them to the position of the UK on Earth.</p> <p>Children can talk about the North and South pole and explain what the equator is.</p> <p>Children can talk about their local area and the differences with hot and cold areas of the world using an increasing range of vocabulary.</p>	<p>rivers to describe the physical and human features of the UK and Europe.</p> <p>Children can explain how rivers support trade and transport and why many major cities occur next to rivers.</p>	<p>describe how they impact on the human and physical geography of that area.</p> <p>Children can describe how volcanoes and tectonics shape landscapes and the impact on their localities.</p>	<p>can compare and contrast these with forests across the world including rainforests.</p> <p>Children can explain the importance of local woodlands within their locality.</p> <p>Children can explain the role the sea plays in terms of erosion and shaping coastal areas of the UK.</p> <p>Children begin to make simple comparison in terms of climate change over time and the impact on different places around the world.</p>	<p>deforestation on countries around the world including the UK.</p> <p>Children can compare human and physical features of countries across the world and explain how these impact on economic and social factors.</p> <p>Children understand how changes over time in terms of climate and physical geography shape elements of human geography.</p>
--	--	--	--	--	---	---	--

**Geographical Skills and Fieldwork**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can draw a simple representation	Children can draw simple layouts of	Children can plan and produce a simple	Children can draw a detailed map of their	Children can follow a route on a map with increasing	Children can follow routes on large-scale maps.	Select maps for a specific purpose and find specific	Describe features shown on an OS map.

<p>of their classroom.</p> <p>Children can follow simple instructions forwards, backwards.</p>	<p>school and the grounds.</p>	<p>representation of their route from home to school adding appropriate detail.</p> <p>Children can use maps and atlases to locate the four countries of UK and seas.</p> <p>Children use directional language left, right, near, far.</p>	<p>route from home to school using a simple key.</p> <p>Children can follow a simple map within their local area.</p> <p>Children can use maps and atlases to identify the UK, It's capital cities the and North and South poles.</p> <p>Children can identify where the equator is on a globe or map.</p> <p>Children can use four points of the compass.</p>	<p>accuracy.</p> <p>Children can locate places in the UK and Europe on maps of varying scale.</p> <p>Children can create simple scale drawings.</p>	<p>Children can locate places on a range of maps and are beginning to use compass and grid references.</p> <p>Children can draw a sketch map using symbols and keys.</p>	<p>places.</p> <p>Use eight figure compass references and six figure grid references.</p> <p>Draw a variety of thematic maps based on their own data and findings.</p>	<p>Use eight figure compass references and six figure grid references accurately.</p> <p>Draw plans of increasing complexity.</p>
--	--------------------------------	--	--	---	--	--	---