



Geography Knowledge and Skills Progression

EYFS**Understanding of the world**

Early Learning goals:

- Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- They 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.
- They explore the natural world around them, making observations and drawing pictures of plants and animals.

Knowledge:

-Children know their own immediate environment.

-Children can talk about their own immediate environment e.g. where they live and where they go to school.

-Children know and talk about the similarities and differences between their indoor and outdoor environments.

-Children know different ways of travelling in their environments e.g. indoors walking, outdoors- transport.

-Children know and can talk about their local community- buildings, hills, transport, communal areas/ gardens, **beach** and forest walks.

Skills:

-Individual interactions between children or children and adults.

-Following children's interests and questions.

-Knowing the child, mindful of the journey they are on-building on prior learning and understanding- how they travel to school, what environment they live in and what they see in their immediate environments.

-In the moment interactions in small world area and outdoor learning i.e. how do you get to school? What way do you go? How do we get to our garden area?

-Educational visits and visitors

-Mapping their own environments- own mark making, draw a map of their table.

-Respecting their environment

-Understanding their locality- where is the local post box, church,bus stop, playpark, rugby club, community centre(welfare)school, nursery, closest town. How do they get to Whitehaven cyclepath,bus,car?What do they have in Whitehaven that we don't have in our village.Photos and explore (visits) supermarkets, restaurants and café's, harbour-working part and marina of yachts, tourist attractions-Rum story,Museum-Beacon centre, smaller shops, McDonald's,Use google maps street view to see if they recognize places where they have been. Compare with the city of Carlisle Tullie House museum visit and Cathedral and countryside

-Beginning to use geographical based language – language associated with their immediate environments;- *classrooms, outdoor learning space, field, garden area, walk to school, home environment, recalling local walks/visits and prior learning through photos/pictures/ownmark making/writing/pictures.*

-Develop a sense of uniqueness and of belonging to a community; *litter picking in their environment.*

-Developing a sense of Geographical enquiry; *Why do we always walk on this path and not go on the grass?*

-Begin to talk about comparison and contrast, similarity and differences, variety; *seasons, indoor and outdoor environments, time frames walking/driving. .*

- Geographical narrative and sequence and describing an early sense of direction and duration.

-An introduction to handling geographical equipment: *compass, maps, pirate treasure maps, own mark making maps.*

	LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHY SKILLS AND FIELDWORK	VOCABULARY
EYFS	<p>-To participate on a walk and talk about their own immediate environments- where they are now and where they have been.</p> <p>-Notice, name and talk about detailed features of objects in their own environment?</p> <p>-Forest and field exploration- identify and describe what children might find e.g. plants, animals, natural and found objects walking to our forest</p>	<p>-Identify, name and describe human features e.g. buildings, houses, man-made walks in their own environment.</p> <p>-Children can identify, name and talk about different physical features e.g. tree, bushes, flowers in their own environment.</p> <p>-Daily weather discussions- children know the different types of weather and can talk about the differences e.g. sun</p>	<p>-Children can set up and play with small world models such as farm, a garage or a train track? They can construct a human feature e.g. house, building.</p> <p>- Children use positional language to describe where they are in their immediate environment e.g. next to, behind.</p> <p>-To use everyday language to talk about positions and distance to solve problems.</p>	<p>Locational Knowledge Vocabulary: Indoor, outdoor, same, different, forest area, field, PE hall.</p> <p>Basic Geographical Vocabulary: physical features: Forest, hill, river, pond, mud, soil, plant, flower, tree, bushes, grass, spring, summer, autumn, winter, weather, sun, rain, cloud, ice, fog, snow.</p> <p>Human features:</p>
	<p>area and in our indoor and outdoor environments.</p> <p>-Children can talk about and ask questions about features of their own immediate environment and how environments might vary from one another?</p>	<p>means hot, snow means cold- hot and cold are different.</p> <p>- Children can identify, name and talk about the daily weather.</p> <p>-Children know what type of clothing to wear for the different types of weather.</p>	<p>-Begin to identify and hold a map and globe linking learning to story time e.g. lost and found, The night pirates.</p> <p>-Use observational skills to talk about the schools' different environments they have experienced e.g. field, garden area, school corridors.</p>	<p>House, shop, building, flat, path, road.</p> <p>Geography Skills and Fieldwork Vocabulary: Map, compass, globe, in front of, behind, next to, on top of, under, forwards, backwards, left, right.</p>

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Year 1	<ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Identify and describe hot and cold areas of the world in relation to the equator and the North and South Poles 	<ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the United Kingdom. - Discuss the differences in weather patterns and climate in a contrasting continent ie, Europe - Children will know the location of some hot and cold areas of the world in relation to the Equator and the North and South Poles Draw and recognize objects look different from above. Draw "Plan view", "bird's eye view". match side and plan views. Identify friend from a photo taken from above. <p>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, sea, ocean, river, soil, season and weather key human features, including: city, town, village, farm, house, and shop</p>	<ul style="list-style-type: none"> - To ask and answer questions about a place. - To describe some human and physical features of a place. - Use world maps, atlases and globes to locate the Equator, Polar Regions and the United Kingdom. - Begin to use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. - 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. 	<p>Locational Knowledge Vocabulary: same, different, continent, polar region, Europe, Asia, Australasia, Africa, Antarctic, N America, S America</p> <p>Basic Geographical Vocabulary: physical features, forest, hill, mountain, sea, ocean, river, soil, season and weather human features, city, town, village, farm, house, and shop</p> <p>Geography Skills and Fieldwork Vocabulary: map, United Kingdom, England, Wales, Scotland, Northern Ireland, location, compass, north, south, east and west.</p>

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<p>Year 2</p>	<ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and an area from another part of the world. 	<ul style="list-style-type: none"> - Name and describe some of the landmarks, human and physical features in China. - Know about some physical and human and can make some comparisons. - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, sea forest, hill, mountain, ocean, river, soil, valley, vegetation, season and weather key human features, including: port, harbour city, town, village, factory, farm, house, office and shop 	<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom (Revise this from Y1) and its countries. Know and locate on map Capital cities of UK countries and surrounding seas - Use world maps, atlases and globes to identify China, seven continents and five oceans. - 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - - To devise a simple map; and use and start to construct basic symbols in a key. 	<p>Locational Knowledge Vocabulary: country, <u>continent</u>, ocean, Europe, United Kingdom, Carlisle, Asia, China, similar, different, compare, location.</p> <p>Basic Geographical Vocabulary: physical features: beach, cliff, coast, sea (linked in with Victorian theme learning) forest, hill, mountain, ocean, river, soil, valley, vegetation, season and weather human features: port, harbour (linked in with Victorian theme learning) city, town, village, factory, farm, house, office and shop</p> <p>Geography Skills and Fieldwork Vocabulary: Revised from Year 1 map, United Kingdom, England, Wales, Scotland, Northern Ireland, location, compass, north, south, east and west. near, far, left, right, location, route, aerial photographs, landmarks, map, key</p>
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<p>Year 3 Carlisle</p>	<ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom. - Locate geographical regions of the United Kingdom and their identifying human and physical characteristics. - Identify key topographical features (including hills and rivers). - Broaden their understanding and experiences of their locality. 	<ul style="list-style-type: none"> - Describe and understand key aspects of the physical geography of rivers. - Describe and understand key aspects of human and physical features in the local area. 	<ul style="list-style-type: none"> - Use maps, atlases and globes to locate countries and describe features studied - 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 knowledge of the United Kingdom and the wider world 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. - - Study different aspects of Lowca (including comparing a city and countryside) and create their own map. 	<p>Locational Knowledge Vocabulary: Carlisle, locality, United Kingdom, counties, cities</p> <p>Basic Geographical Vocabulary: physical features – rivers and hills human features</p> <p>Geography Skills and Fieldwork Vocabulary: maps, atlas, globe, North, South, East and West, North West, North East, South West, South East grid reference, Ordnance Survey, aerial photograph, environment.</p>
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<p>Year 4 Greece with ancient Greece, Italy with Ancient Rome</p>	<p>- Locate the world's countries, using maps to focus on Europe concentrating on their key physical and human characteristics, countries, and major cities.</p> <p>- To study a European country (ie. Greece /Italy) in detail and locating human and physical features.</p> <p>- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle.</p>	<p>- Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes</p> <p>- Describe and understand key aspects of human and physical features in Greece /Italy for instance.</p> <p>- I know key aspects of physical geography, including: mountains, volcanoes and earthquakes</p>	<p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Consolidate 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</p>	<p>Locational Knowledge Vocabulary: Europe, continent, country, city, Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle.</p> <p>Basic Geographical Vocabulary: physical features – mountains, volcanoes and earthquakes, tectonic plates, lava, molten</p> <p>human features</p> <p>Geography Skills and Fieldwork Vocabulary: maps, atlas, globe, digital/computer mapping North, South, East and West, North West, North East, South West, South East grid reference, Ordnance Survey</p>
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<p>Year 5</p>	<p>- Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- Identify for instance Brazil is a country in South America and its capital city is Rio de Janeiro.</p> <p>- Consider how Viking and Anglo-Saxon settlements link to our locality and how they have changed over time.</p>	<p>- Describe and understand key aspects of:</p> <p>physical geography, including: the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links that the UK has around the world, and the distribution of natural resources including energy, food, minerals and water</p> <p>- Explain the economic activities and trade links between the UK and South America for instance know about different types of settlements and land use comparing both regions in the UK to regions in South America, as well as, how they were different in Viking and Anglo Saxon times.</p>	<p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>- 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.</p> <p>- Children will know how to carry out a geographical enquiry using observation, measuring, recording and presenting information linked to rainfall in the Amazon for instance.</p>	<p>Locational Knowledge Vocabulary: continent, country city North America, South America, Brazil, Rio de Janeiro,</p> <p>Basic Geographical Vocabulary: physical features – water cycle, rainfall, rainforest (The Amazon), deforestation human features - settlement, land use economic activity, trade links, natural resources (energy, food, water and minerals) environment</p> <p>Geography Skills and Fieldwork Vocabulary: maps, atlas, globe, digital/computer mapping North, South, East and West, North West, North East, South West, South East, grid reference, Ordnance Survey, fieldwork, symbols sketch maps, plans, graphs, survey, questionnaire, data</p>
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<p>Year 6</p>	<p>-Locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-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 or Africa or Asia</p> <p>- Children will know for instance that Mexico is a country in North America and its capital city is Mexico City.</p> <p>- 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 time zones (including day and night).</p>	<p>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and how they influence life in other parts of the world</p> <p>- Describe and understand key aspects of human and physical features in Mexico for instance.</p> <p>- Explain how human and physical processes change the environment.</p> <p>- Compare life in the UK to life in shanti towns for instance in Mexico as well as life in a European country.</p>	<p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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</p> <p>- 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.</p>	<p>Locational Knowledge Vocabulary: region, temperate, humid, arid, tropical, desert, sub-tropical, rural, urban, infrastructure, similarities, differences, significance</p> <p>Basic Geographical Vocabulary: physical features – biome, climate zone, vegetation belt, gulf</p> <p>human features</p> <p>Geography Skills and Fieldwork Vocabulary: maps, atlas, globe, digital/ computer mapping, compass North, South, East and West, North West, North East, South West, South East grid reference, Ordnance Survey, contour lines, symbols, scale, patterns</p>
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