

Geography Progression of skills at Haresfield



	EYFS (30 – 50 mths – ELG's)	KS1		KS2			
	30 -50 mths	Y1	Y2	Y3	Y4	Y5	Y6
	40 – 60 mths						
	Early Learning Goals						
Locational Knowledge	<p>Show an interest in the world in which they live.</p> <p>Notice differences between features of the local environment.</p> <p>Talk about buildings and features in the place that they live, and how environments vary from one to another.</p>	<p>Name and locate local town and city.</p> <p>Understand how some places are linked to other places (roads, paths, sea, trains)</p>	<p>To talk about how places are linked and the reasons why they are linked (holiday, work, food)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name and locate the four countries and capital cities of the United Kingdom.</p>	<p>Name and locate countries and cities of the UK.</p> <p>Name and locate the Cotswold Hills, Malvern Hills, Black Mountains, the Lake district.</p> <p>Name and locate the river Severn and river Thames.</p> <p>Name and locate the English Channel, The Irish sea and the North Sea.</p>	<p>Recognise the different shapes of the continents on a map or globe.</p> <p>Identify where countries are within Europe (incl Russia).</p> <p>Talk about the environmental regions, key physical and human characteristics of the countries of Europe and North & South America.</p> <p>Identify the position and significance of the equator and N & S hemisphere.</p>	<p>Name and locate countries and cities of Europe and North or South America.</p> <p>Compare 2 different regions in the UK (rural / urban)</p> <p>Locate and name the main counties and cities in England.</p> <p>Compare land use of maps of the UK from the past with the present.</p> <p>Identify the position of longitude and latitude and the Greenwich Meridian. Link with Science, time zones, night and day.</p>	<p>Name and locate countries and cities of Europe (+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 the counties, cities and regions of the UK with human and physical features, land use patterns.</p> <p>Identify the position of latitude, longitude, Equator, N & S hemisphere, tropics of cancer and Capricorn, Arctic & Antarctic and time zones.</p>

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Place knowledge	Begin to talk about what places are like near where they live. (town, farmland, hills)	Talk about what places are like using words and phrases such as: built up, noisy, busy, quiet, farm land, hills, streets, woods and coastline.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-European country.	<p>Compare places in the UK using the human and physical features for my comparisons.</p> <p>Describe places using information I have found out and the geographical vocabulary I have learnt.</p> <p>Talk about how places relate to each other.</p>	<p>Know about the wider context of places, their geographical similarities and differences.</p> <p>Name the significant places and features of a location they are studying.</p> <p>Describe where a place is using country, region, and names of towns, cities and rivers.</p>	<p>Compare and contrast places, using human and physical features: a region in the UK with a region in N or S America. Describe significant differences and similarities.</p> <p>To compare places where people live and give reasons for the differences.</p>	<p>Compare and contrast places, using human and physical features for comparisons. Using knowledge of continents, countries, climate, temperature and economy. (UK, Europe + N or S America)</p> <p>Give reasons for similarities and differences between places, using geographical language and what they know about relationships between countries.</p> <p>Describe a place in terms of its economic development as well as other features.</p>

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Human and Physical Geography	<p>Ask questions about features of the built environment, such as road signs.</p> <p>Children talk about the different features of their surroundings, such as size, shape, uses and types of buildings or spaces they see.</p>	<p>Identify seasonal weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic geographical; vocabulary to refer to physical features of the school and the surrounding environment.</p>	<p>Identify seasonal weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley) and human features (city, own, village, factory, farm, port, harbour, shop)</p>	<p>To identify how a place where people live has changed over time and give some reasons for this.</p> <p>Describe key features (hills, mountains, coasts rivers) and land patterns and understand how some of these have changed over time.</p>	<p>Describe the human features of the UK regions and cities.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Describe how people have been affected by changes in the environment (flooding, erosion)</p> <p>Explain about natural resources eg water in the locality</p> <p>Explore weather patterns around the world.</p> <p>Identify parts of a river and understand how land use is different along the river's course.</p>	<p>Describe and understand key aspects of: -</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration, climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between the UK and Europe and the rest of the world.</p>	<p>Describe and understand key aspects of: -</p> <p>Physical geography including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes and the water cycle.</p> <p>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.</p>

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Geographical skills and fieldwork	<p>Ask questions about where they live and the natural world.</p> <p>Find out about and identify features in the place they live and the natural world.</p> <p>Connect photographs to places in the environment.</p> <p>Children can describe their relative position (behind, next to etc.)</p>	<p>Use maps, atlases and globes to identify their locality and other key features (land, sea, capital city)</p> <p>Use locational and directional language (near, far, left, right) Describe the location of features and routes on a map.</p> <p>Use photographs to recognise landmarks and basic human features.</p> <p>Devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Use maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plans to recognise landmarks and basic human and physical features: devise a simple map; use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p> <p>Use locational, directional and positional language.</p>	<p>Use and interpret maps, globes, atlases and computer maps to locate countries and describe features.</p> <p>Use 8 points of a compass.</p> <p>Use 4 figure grid references.</p> <p>Make plans and maps using symbols and keys.</p> <p>Ask and respond to geographical questions (describe the landscape)</p> <p>Make comparisons between locations using aerial photos, pictures, population, temperatures.</p> <p>Understand and use a widening range of geographical terms.</p> <p>Use wider geographical vocabulary.</p> <p>Make detailed sketches of the features of a location.</p>	<p>Use and interpret maps, globes, atlases, computer maps to locate countries and describe features.</p> <p>Learn the 8 points of a compass and 4 figure grid refs.</p> <p>Draw more accurate maps using more complex keys.</p> <p>Use the terms human and physical geography accurately.</p> <p>Use fieldwork to record, measure and record the human and physical features in the local area.</p> <p>Understand and use a widening range of geographical terms and specific topic vocabulary.</p> <p>Make detailed sketches of the features of a location.</p>	<p>Use and interpret maps, globes, atlases, computer maps to locate countries and describe features.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom in the past and the present.</p> <p>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, graphs and digital technologies.</p> <p>Make detailed field sketches of the features of a location, labelling them with appropriate geographical words.</p>	<p>Use and interpret maps, globes, atlases, computer maps to locate countries and describe features.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps).</p> <p>Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p> <p>Understand and use a widening range of geographical terms – specific topic terms, rural, urban, sustainability, and trade links.</p>

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	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Environmental change and sustainable development	<p>Children can talk about and evaluate the quality of their environment (how hanging baskets improve the area and litter makes it untidy)</p> <p>Keep a class weather chart throughout the year and talk about variances.</p>	To suggest ways that we can improve an area within or close to school.	<p>To collect temperature and rainfall information.</p> <p>To suggest solutions to different points of view as to how a locality can be improved.</p>	<p>To keep a weather chart and discuss weather around the world.</p> <p>Talk about an environmental issue and give suggestions to how it could be solved.</p>	<p>To suggest solutions to how a locality can be improved taking into account different points of view.</p> <p>Talk about how to contribute to a reduction in climate change.</p>	<p>Understand how humans affect the environment over time.</p> <p>Know about changes to the world environments over time.</p> <p>Look at changing weather through the year relating this to news and opinions about climate change.</p> <p>Suggest more than one solution as to how a locality can be improved.</p> <p>Describe different points of view of an environmental issue affecting a locality and give my opinion on the issue.</p>	<p>Understand how humans affect the environment over time.</p> <p>Know about changes to the world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p>