

Locational Knowledge

EYFS	Year 1	Year 2	LKS2	UKS2
<p>Talk about their immediate environment</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Name and locate local town</p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Showing on a map which country they live in and locating its capital city.</p> <p>Locating two of the world's seven continents on a world map.</p> <p>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Showing on a map which continent they live in.</p>	<p>Name, locate and identify characteristics of the 4 countries of the UK and its surrounding seas</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p> <p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p>	<p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating some major cities of the countries studied.</p> <p>Locating some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating the world's most significant mountain ranges on a world map and identifying any patterns.</p> <p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Locating some of the world's most significant rivers and identifying any patterns.</p> <p>Locating some counties and cities in the UK (local to your school).</p> <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions of the UK</p> <p>Beginning to locate the twelve geographical regions of the UK.</p>	<p>Locating more countries in Europe and North and South America using maps.</p> <p>Locating major cities of the countries studied.</p> <p>Locating key physical features in countries studied on a map.</p> <p>Locating key human features in countries studied.</p> <p>Identifying significant environmental regions on a map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p>Locating many cities and counties in the UK Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of geographical regions of the UK</p> <p>Understanding how land-use has changed over time using examples.</p> <p>Explaining how a locality has changed over time, giving examples of both physical and human changes.</p> <p>Locating key physical features in countries studied on a map.</p>

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		<p>Showing on a map the oceans nearest the continent they live in.</p>	<p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human changes.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p>	<p>Locating key human features in countries studied.</p> <p>Identifying significant environmental regions on a map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p>
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Place Knowledge

EYFS	Year 1	Year 2	LKS2	UKS2
<p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Naming some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Naming some key differences between their local area and a small area of a contrasting non-European country.</p>	<p>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p>	<p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore wider global trading routes.</p>

Human and Physical

EYFS	Year 1	Year 2	LKS2	UKS2
<p>Understand that some places are special to members of their community</p>	<p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in their locality.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>Confidently use the terms “season” and “weather”</p> <p>Recognising some humans and physical features in their locality.</p>	<p>Locating some hot and cold areas of the world on a world map.</p> <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Describing the key physical features of a coast using subject specific vocabulary.</p> <p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</p>	<p>Mapping and labelling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p>	<p>Describing and understanding the key aspects of the six biomes.</p> <p>Describing and understanding the key aspects of the six climate zones and six biomes.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p> <p>Describing and understanding economic activity including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the ‘push’ and ‘pull’ factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p>

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			Describing how humans can impact the environment both positively and negatively, using examples.	Describing and explaining how humans can impact the environment both positively and negatively, using examples.
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Geographical skills and fieldwork			
	EYFS: Reception	Year 1	Year 2
Question	Ask questions about the world around them.	Ask questions about the world around them.	Recognising there are different ways to answer a question.
Observe	Commenting on the features they see in their school and school grounds.	Commenting on the features they see in their school and school grounds.	Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.

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Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	<p>Classifying the features they notice into human and physical with teacher support.</p> <p>Taking digital photographs of geographical features in the locality.</p> <p>Making digital audio recordings when interviewing someone.</p>
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	<p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Asking and answering simple questions about data.</p>

	Lower key stage 2	Upper key stage 2
Question	Beginning to choose the best approach to answer an enquiry question.	<p>Developing their own enquiry questions.</p> <p>Choosing the best approach to answering an enquiry question.</p>
Observe	<p>Mapping land use in a small local area using maps and plans.</p> <p>Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p>	<p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p>

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<p>Measure</p>	<p>Using simple sampling techniques appropriately.</p> <p>Making digital audio recordings for a specific purpose.</p> <p>Designing a questionnaire / interviews to collect quantitative fieldwork data.</p>	<p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Beginning to use standard field sampling techniques appropriately.</p>
<p>Record</p>	<p>Taking digital photos and labeling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data.</p>	<p>Using GIS (Geographical Information Systems) to plot data sets onto base maps which can then be analysed.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Interpreting and using real-time/live data.</p> <p>Identify and mitigate potential risks during fieldwork.</p>
<p>Present</p>	<p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved.</p> <p>Finding answers to geographical questions through data collection.</p> <p>Analysing and presenting quantitative data in charts and graphs.</p>	<p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p> <p>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p>