

**EYFS, KS1 & KS2 Geography Skills and Knowledge Progression**

The study of Geography should inspire in pupils a curiosity in the interactions between humans and their environments at local, regional, national and global levels. The EYFS Development Matters and KS1 / KS2 National Curriculum provides a structure and progression for the Geography curriculum taught throughout the school, which is delivered through our rolling 2 year plan. We endeavour to ensure that the Geography curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of education and adulthood. The table below details how Geographical knowledge and skills progresses across each Key Stage.

<u>EYFS</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
In EYFS, children are guided to make sense of their physical world and their community. They increase their knowledge and sense of the world around them and foster understanding of the culturally, socially, technologically, and ecologically diverse world around them. Children ask questions about aspects of their familiar world such as the place where they live or the natural world and show care and concern for living things and the environment.	In KS1, children develop knowledge about the world, the United Kingdom and their locality, expressing views about the environment and recognising how people sometimes affect the environment. 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. Children describe similarities, differences and patterns when investigating different places and environments and compare their lives with those of children in other places and environments.	Throughout KS2, 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. Children begin to ask and answer more searching geographical questions when investigating different places and environments and identify similarities, differences and patterns when comparing places and features. In UKS2, children recognise geographical issues affecting people in different places and environments and ask questions such as; What happened in the past to cause that?	
<u>Locational Knowledge</u>			
<ul style="list-style-type: none"> <li>❖ Draw information from a simple map.</li> </ul> <p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> <li>❖ Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Develop knowledge about the world, the United Kingdom and their locality.</li> <li>❖ Learn the names of key places in the UK beyond the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</li> <li>❖ Locate the world’s countries, using maps to focus on South America, concentrating</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>

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<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>❖ Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe.</li> <li>❖ Develop contextual knowledge of the location of globally significant places.</li> </ul>	<p>on its environmental regions, key physical and human characteristics, countries and cities.</p> <ul style="list-style-type: none"> <li>❖ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change 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 time zones.</li> </ul>
<b><u>Place Knowledge</u></b>			
<ul style="list-style-type: none"> <li>❖ Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Begin to understand basic vocabulary relating to human and physical geography.</li> <li>❖ Develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Begin to develop the skills of comparing regions, by focusing on specific features.</li> <li>❖ Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</li> <li>❖ Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America.</li> </ul>

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	<ul style="list-style-type: none"> <li>❖ Begin to compare places in the UK with a place outside of the UK.</li> <li>❖ Apply the skills of observing similarities and differences to places as well as people.</li> </ul>		
<b><u>Human and Physical Geography</u></b>			
<p><u>The Natural World</u> - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Past and Present</u> - Talk about the lives of the people around them and their roles in society.</p> <p>- Know some similarities and differences between things in the past and now, drawing on their</p>	<ul style="list-style-type: none"> <li>❖ Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>❖ Make observations about features that give places their character.</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>❖ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>❖ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand and explain physical geography, including climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</li> <li>❖ Understand and explain human geography, including types of settlement and land use.</li> <li>❖ Explain the processes of physical and human geography and their significance.</li> <li>❖ Make observations about places and features that change over time.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand and explain 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> <li>❖ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> <li>❖ Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> <li>❖ Explain some links and interactions between people, places and environments.</li> </ul>

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<p>experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling</p>			
<b>Geographical Skills and Fieldwork</b>			
<ul style="list-style-type: none"> <li>❖ Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</li> <li>❖ Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</li> <li>❖ Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.</li> <li>❖ Begin to look at how the environment has changed over time.</li> <li>❖ Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>❖ Use simple compass directions and locational and directional to describe the location of features and routes on a map.</li> <li>❖ Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features.</li> </ul>	<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> <p><u>LKS2</u></p> <ul style="list-style-type: none"> <li>❖ Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</li> </ul> <p><u>UKS2</u></p> <ul style="list-style-type: none"> <li>❖ Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>	

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	<ul style="list-style-type: none"> <li>❖ Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> <li>❖ Begin to use maps to locate places and name features using keys and symbols.</li> <li>❖ Look at how the environment has changed over time.</li> <li>❖ Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>❖ Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods</li> </ul>	
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