



# St Joseph's RC Voluntary Academy, Todmorden



## Progression of skills - Geography

### **EYFS – Development Matters**

#### **3 and 4 years olds will be learning to:**

Begin to understand the need to respect and care for the natural environment and all living things.  
Continue developing positive attitudes about the differences between people.  
Explore how things work.

#### **Children in Reception will be learning to:**

Explore the natural world around them.  
Draw information from a simple map.  
Recognise some environments that are different from the one in which they live.  
Understand the effect of changing seasons on the natural world around them.

### **Early Learning Goals**

#### **Understanding of the World**

People, Culture and Communities

Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

• Exploring the Natural World around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.

	Keys stage 1	Lower key stage 2	Upper key stage 2
<b>Location</b>	<p><i>Year A</i></p> <ul style="list-style-type: none"> <li>identifying and locating the location of a non-European countries</li> <li>identifying and locating their school and locality</li> </ul> <p><i>Year B</i></p> <ul style="list-style-type: none"> <li>naming and locating the world's seven continents and five oceans</li> <li>naming, locating, and identifying the four countries and capital cities of the United Kingdom</li> <li>identifying the characteristics of the four countries and capital cities of the United Kingdom</li> <li>knowing and naming the oceans and seas surrounding the United Kingdom</li> </ul>	<p><i>Year A</i></p> <ul style="list-style-type: none"> <li>locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> <li>knowing and locating environmental regions, key physical and human characteristics, countries and major cities</li> <li>identify and explain 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)</li> </ul> <p><i>Year B</i></p> <ul style="list-style-type: none"> <li>naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</li> <li>identifying land-use patterns and know how some of these aspects have changed over time</li> </ul>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>knowing and locating countries and cities of the world</li> <li>knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities</li> </ul> <p><i>Year B</i></p> <ul style="list-style-type: none"> <li>identifying and explaining world biomes by building on prior knowledge of environmental regions</li> </ul>
<b>Place</b>	<p><i>Year A</i></p> <ul style="list-style-type: none"> <li>knowing where England and London are located</li> <li>knowing and explaining the main human and physical features of London</li> <li>knowing and explaining where Kenya and Nairobi are located</li> <li>knowing and explaining the main human and physical features of Nairobi</li> <li>knowing and explaining the similarities and differences of these two places</li> </ul>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>explaining the similarities and differences between places across the world</li> </ul> <p><i>Year A</i></p> <ul style="list-style-type: none"> <li>knowing and explaining about places that are built around rivers</li> <li>knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar</li> </ul> <p><i>Year B</i></p> <ul style="list-style-type: none"> <li>explaining what regions, counties and cities are like in the United Kingdom</li> </ul>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>knowing and explaining that places are shaped by their location, physical and human features</li> <li>knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism</li> </ul> <p><i>Year A</i></p> <ul style="list-style-type: none"> <li>knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region</li> </ul>

	Keys stage 1	Lower key stage 2	Upper key stage 2
			within North (Jamaica) or South America
<b>Human and Physical</b>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>• using geographical vocabulary to refer to physical features: beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal</li> <li>• using geographical vocabulary to refer to human features: city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum</li> </ul> <p><i>Year B</i></p> <ul style="list-style-type: none"> <li>• knowing and explaining seasonal and daily weather patterns (Y1)</li> <li>• locating the Equator, North and South Poles (Y1)</li> <li>• locating and name hot and cold places in the world (Y1)</li> </ul>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>• knowing and describing key physical geography features: topography, climate zones, vegetation belts, mountains, rivers, and the water cycle</li> <li>• knowing and describing key human geography features: region, county, capital city, city, settlement, recreation, harbour</li> <li>• knowing and explaining how places are shaped by human and physical features</li> <li>• knowing and explaining how physical features shape a place and the reason that human features are there</li> </ul>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>• knowing and describing key physical geography features and processes o climate zones, vegetation belts, earthquakes, mountains and volcanoes.</li> <li>• knowing and describing key human geography features o 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>
<b>Geography Skills and Fieldwork</b>	<p><i>Year A and B</i></p> <ul style="list-style-type: none"> <li>• using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans</li> <li>• knowing and using 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</li> <li>• making a simple map using basic symbols in a key</li> <li>• using 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><i>Year A</i></p> <ul style="list-style-type: none"> <li>• using aerial photographs and plan</li> </ul>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>• making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>• skilfully using 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>• using 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, such as Digimap for Schools.</li> </ul>	<p><i>Year A &amp; B</i></p> <ul style="list-style-type: none"> <li>• using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>• using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world</li> <li>• using 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, such as Digimap for Schools.</li> </ul>

	<b>Keys stage 1</b>	<b>Lower key stage 2</b>	<b>Upper key stage 2</b>
	perspectives to recognise landmarks as well as basic human and physical features <ul style="list-style-type: none"><li>• knowing and explaining larger and smaller scale maps, including OS maps</li></ul>		