



Geography Skills and Knowledge Progression 2023-2024

EYFS	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex ‘small worlds’ with blocks & construction kits, such as a city with different buildings & a park • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘temple’ and ‘synagogue’, to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’ • Recognise some similarities & differences between life in this country & life in other countries • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them • Examine change over time. • Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.. • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs 					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	-Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	-Name and locate the world’s seven continents and five oceans.	Locate the world’s countries, using maps to focus on Europe (Greece) and Egypt. To know about the environmental regions, key physical and human characteristics, key topographical features, countries, and major cities within Europe. To know about some of the human, physical and	Locate the world’s countries, using maps to focus on Europe (Italy) and North and South America. To know about the environmental regions, key physical and human characteristics, key topographical features, countries, and major cities within Europe.	Locate the world’s countries, using maps to focus on Africa (Benin), Asia (India) and North and South America. To know about the environmental regions, key physical and human characteristics, countries, and major cities within Africa, Asia and North and South America.	Locate the world’s countries, using maps to focus on a range of countries all over the world. To know about environmental regions, key physical and human characteristics, countries, and major cities around the world.

			<p>topographic features of some historic geographical regions within the UK (e.g. Orkney, Chysauster, Skara Brae, Cumbria, Cornwall)</p> <p>To know about land-use patterns in the UK and understand how these have changed over time.</p> <p>To 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>			
Place Knowledge	To compare geographical similarities and differences between Oldbury and another areas of the UK (E.g. London)	<p>To compare geographical similarities and differences between two areas of the UK.</p> <p>To compare geographical similarities and differences between Oldbury and a non-European country.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in the UK (Cornwall) - a country in Africa - a region in a European country (Greece) 	<p>To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in a European country (Rome and Scandinavia) - a region within North America and a region within South America (Anchorage, Alaska and Rio de Janeiro) 	<p>To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region within Africa (Benin) - a region within Asia (India) - a region within North and South America 	To understand geographical similarities and differences through the study of human and physical geography of a region in a the United Kingdom (Black Country).
Human and Physical Geography (HPG)	<p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, mountain, sea, ocean, hill, river, valley, soil, vegetation,</p> <p>key human features, including: farm, port, harbour and shop</p>	<p>identify seasonal and daily weather patterns in the United Kingdom 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:</p> <p>key physical features, including: season and weather, forest,</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones - human geography, including: settlements, land-use, economic activity 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes, volcanoes, mountains, earthquakes, rivers, glaciers, fjords, lakes, waterfalls - human geography, including: settlements, trade 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: biomes, vegetation belts, rivers, water cycle, mountains - human geography, including: settlements, trade links, distribution of food, distribution of minerals, 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: volcanoes, mountains, earthquakes - human geography, including: land use, distribution of energy

		key human features, including: city, town, village, factory, house, office,		links, economic activity.	distribution of water, land use	
<p>Geographical Skills and Fieldwork (GSF)</p>	<p>To use world maps, atlases and globes to locate:</p> <ul style="list-style-type: none"> - Continents - Oceans - Four countries within UK - Capital cities in UK <p>To use locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.</p> <p>Draw picture maps of imaginary places and from stories</p> <p>Use own symbols on imaginary map.</p> <p>Use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Formulate and use a simple tally charts to gather data.</p>	<p>To use maps and atlases to locate:</p> <ul style="list-style-type: none"> - Villages, towns and cities within UK - The world's seven continents - The five oceans - Range of countries around the world - The equator - Polar regions <p>To use simple compass directions (North, South, East, West) to describe the location of features and routes on a map.</p> <p>Draw a map of a real or imaginary place. (e.g. add details from aerial photograph/plan perspective recognising landmarks and basis human and physical features)</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use simple observational skills to study the key human and physical features of the school and its surrounding environment.</p> <p>Use simple fieldwork skills to observe and measure rainfall in Oldbury.</p>	<p>Use maps, atlases and globes to locate countries and describe features studied (United Kingdom, Egypt, Greece)</p> <p>Use the 8 points of a compass.</p> <p>Create geographical plans to record and present the human and physical features of Chysauster Ancient Village.</p> <p>Gather data to measure and track weather patterns.</p>	<p>Use maps, atlases and globes to locate countries and describe features studied (Italy, Scandinavia, North and South America)</p> <p>Use four figure grid references.</p> <p>To record and present climate information about Scandinavia on a simple graph.</p>	<p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied (Central America, Benin, India)</p> <p>Use four and six figure grid references.</p> <p>Use map elements of legend, compass and scale to find distances and direction between significant geographical points.</p> <p>Use symbols and keys, including the use of Ordnance Survey maps</p>	<p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied (Russia, Germany, Italy, France, Great Britain, China, Japan, United States)</p> <p>Use four and six figure grid references.</p> <p>Use symbols and keys, including the use of Ordnance Survey maps.</p> <p>Use digital technologies (digital cameras) observe and record human and physical features of the Black Country.</p> <p>Create sketch maps to record and present the human and physical features of the Black Country.</p> <p>To record and present population changes in the Black Country using line graphs.</p> <p>To measure physical features using topographical maps.</p>

