



All Saints Primary School

Progression of Skills and Knowledge

Subject area: Geography

Age 3 to 4	Mathematics		<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World		<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.
		The Natural World	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.

Locational knowledge

Place knowledge

Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

- a compare the UK with a contrasting country in the world;
- b compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand:

Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

KS2 Geography National Curriculum

Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.

Children can:

- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- explore similarities and differences, comparing the human geography of a region of the UK and a region of a European country
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;
- explore similarities and differences comparing the physical geography of a region of the UK and a region of a European country;
- use key vocabulary to demonstrate knowledge and understanding in this strand:

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

KS2 Geography National Curriculum

Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Children can:

- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of North and South America;
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of North and South America;
- use key vocabulary to demonstrate knowledge and understanding in this strand

Human and Physical Geography

Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.

KS1 Geography National Curriculum

Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

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;

use basic geographical vocabulary to refer to key physical features,

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Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

describe and understand key aspects of:

physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;

human geography, including: types of settlement and land use;

use key vocabulary to demonstrate knowledge and understanding in this strand

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

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; use key vocabulary to demonstrate knowledge and understanding in this strand

Geographical Skills and Fieldwork

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- a** use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- b** use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c** devise a simple map; and use and construct basic symbols in a key;
- d** 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;

use key vocabulary to demonstrate knowledge and understanding in this strand

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- 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;
- use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand