

Stanton St Quintin Primary School and Nursery
 Skills and Knowledge Progression
 Geography



	EYFS Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Understanding the World People, culture and communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map. Locate the main countries of Europe Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. To compare with UK. To identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn	Locate on a world map areas of similar environmental regions, either desert, rainforest or temperate regions.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. To locate and name the main counties and cities in England. To compare land use maps of UK from past with the present, focusing on land use. To identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	To (on a world map) locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. To link with local History, map how land use has changed in local area over time. To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge		To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	To compare a region of the UK with a region in Europe	To 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.	To compare a region in UK with a region in N. or S. America with significant differences and similarities	To compare a region in UK with a region in N. or S. America with significant differences and similarities Understand some of the reasons for similarities and differences.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human & Physical Knowledge</p>	<p>The Natural World:</p> <p>1. 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>2. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,.,</p> <p>key human features, including: city, town, village, factory, farm, house, office</p>	<p>To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>To describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p>	<p>To human geography including trade links in the Pre-roman and Roman era. To types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>To describe and understand key aspects of: To physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) To types of settlements in modern Britain: villages, towns, cities.</p>	<p>To describe and understand key aspects of : To physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. To human geography including trade between UK and Europe and ROW</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Fieldwork</p>	<p>1. 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>2. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To use 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..</p>	<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>To use 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.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>To use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>To learn the eight points of a compass, four-figure grid references.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>To use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>To use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>To extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>To expand map skills to include non-UK countries.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>