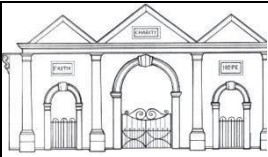


Wortham Primary School
EYFS Skills and Knowledge Progression
Subject area: Geography

3 and 4 Yr. Olds	Understanding the World	
	<ul style="list-style-type: none"> • Talk about what they see using a wide vocabulary. • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue devolving positive attitude about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • 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. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one which they live. • Understand the effect of changes seasons on the natural world around them. 	
ELG	Understanding the World People, Culture and Communities	Understanding the World- The Natural World
	<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. 	<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.



Wortham Primary School Skills and Knowledge Progression

Subject area: Geography

Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
<p>Geographical Skills and Fieldwork</p> <p>(Vocabulary, using maps, Locational language, Observation Skills, Making maps)</p>	<p>Know and begin to use the four compass points and use locational language (e.g., near and far, left and right) to describe the location of features.</p> <p>Begin to use basic vocabulary such as town, farm, shop and sea.</p> <p>Use simple maps of the local area.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Make simple maps and plans.</p>	<p>Know and begin to use the eight compass points and locational and directional language.</p> <p>Develop and understand subject specific vocabulary such as cliff, ocean, erosion, valley, mountain, port, harbor.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continent the UK is located within and compare to other continents and oceans.</p> <p>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. Use fieldwork instruments e.g., camera</p> <p>Study pictures of the past and present to compare and contrast.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use four figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Use a widening range of subject specific vocabulary such as valley, deposition, transportation, headland, meander, floodplain, industry, transport, settlement, water cycle, climate zones, biomes, latitude and longitude, grasslands, Tundra, sustainability, tributary, trade links and fair trade.</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries, mountain ranges, rivers and oceans.</p> <p>Continue to use and explore features on OS maps.</p> <p>Answer questions using map reading skills.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Plan the steps and strategies for an enquiry / undertake a survey. Make observations, field notes and draw conclusions from data collected.</p> <p>Draw accurate maps with more complex keys.</p> <p>Classify buildings and building uses.</p>	<p>Use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Understand and use a wide range of subject specific vocabulary such as urban, rural, land, use, settlements, economic activity, trade links, fault lines.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g., best city to live in.</p> <p>Measure using the appropriate scale.</p> <p>Use a range of recording methods, including sketch maps, plans and graphs, and digital technologies.</p>

	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Locational Knowledge	<p>Begin to name and locate the world's seven continents and five oceans.</p> <p>Name and locate key features on a map.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify the seas surrounding the United Kingdom.</p> <p>Identify where countries are within Europe, including Russia.</p> <p>Know the location European Union countries with high populations and large areas and the largest cities in each country.</p>	<p>Recognise the different shapes of the continents.</p> <p>Demonstrate knowledge of geographical features about places around him/her and beyond the UK.</p> <p>Know how the locality is set within a wider geographical context e.g., county, region, country.</p> <p>Know the location of capital cities of countries in the British Isles and UK, seas around the UK.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude and the Equator.</p> <p>Recognise that people have differing qualities of life living in different locations and environments</p>	<p>Locate the world's countries, using maps to focus on United States North America and countries in South America, compare, contrast and locate their climate zones, key physical and human characteristics, countries, and major cities.</p> <p>Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Northern Hemisphere, Southern Hemisphere and the Prime/Greenwich Meridian and time zones.</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p>

	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Human and Physical Geography	<p>Use geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, season and weather.</p> <p>Use basic geographical vocabulary key human features, including city, town, village, factory, farm, house, office and shop.</p> <p>Describe seasonal weather changes (<i>covered throughout the year</i>).</p> <p>To locate of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Use geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, weather and valley.</p> <p>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, house, office, port, harbour and shop.</p> <p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe.</p> <p>Begin to understand what erosion is and the impact on coastal areas.</p>	<p>Describe and understand key aspects of physical geography including; climate zones, biomes (aquatic, grassland, forest, desert and tundra), vegetation belts, volcanoes, rivers and the water cycle.</p> <p>Describe human features of a UK region and compare these to a region in a European country.</p> <p>Compare and contrast rural and urban Africa.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Explain and present the process of rivers and how these have changed.</p> <p>Know how water effects environment, settlements, changes and sustainability.</p> <p>Know about changes to the world environments over time.</p>	<p>Describe and understand key aspects of physical geography including; climate zones, rivers, mountains and earthquakes.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Begin to understand trade links and where food comes from.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Explain how movements of the earth cause natural disasters and the effects they have on the area.</p> <p>Understand how humans affect the environment over time and land use.</p>

	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Place Knowledge	<p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p>	<p>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.</p> <p>Develop an awareness of how places relate to each other.</p>	<p>Compare the physical and human features of a region of the UK and a region of Africa identifying similarities and differences.</p> <p>Understand why there are similarities and differences between places including UK and a region of a mainland European country.</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America</p>