



Hose C of E Primary School

EYFS/KS1 Progression Overview of Knowledge & Skills in Geography

EYFS End of Phase Expectations		
<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		
Place and Locational Knowledge		
End of KS1 Expectations	End of Lower KS2 Expectations	End of Upper KS2 Expectations
<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> </ul> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area of a non-European country.</p>	<ul style="list-style-type: none"> <li>Name and locate a wider range of places in their locality, the UK and the wider world including some globally significant features.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Name and locate counties and cities of the UK, 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.</li> </ul>
Human and Physical Geography		
End of KS1 Expectations	End of Lower KS2 Expectations	End of Upper KS2 Expectations
<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> </li> <li>Describe a widening range of places and features using simple geographical vocabulary. Make observations about features that give places their unique character.</li> <li>Describe similarities and differences of contrasting locations in the UK and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>Observe and describe how features and places change and the links between people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>Explain the links and interactions between people and place and the impact on the environment.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</li> <li>Describe and understand key aspects of physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Describe and understand key aspects of 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.</li> </ul>



Geographical skills and fieldwork - Direction		
End of KS1 Expectations	End of Lower KS2 Expectations	End of Upper KS2 Expectations
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8-point compass directions to describe location and relative position of human and physical features and also countries studied. Use 4 figure grid references to identify and communicate the location of key features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use the 8 points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</li> </ul>
Geographical skills and fieldwork – Field Work		
End of KS1 Expectations	End of Lower KS2 Expectations	End of Upper KS2 Expectations
<ul style="list-style-type: none"> <li>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.</li> <li>Observe, measure and record human and physical features in the local area.</li> <li>Identify daily and seasonal weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Through research, present findings and use these to begin to identify trends. For example, weather patterns, climates, heights of mountains etc.</li> <li>Sketch maps, plans, compose graphs and label human and physical features to present information.</li> </ul>	<ul style="list-style-type: none"> <li>Use 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.</li> <li>Use different types of fieldwork (random and systematic) to gather information and present data.</li> </ul>
Geographical skills and fieldwork – Geographical Sources		
End of KS1 Expectations	End of Lower KS2 Expectations	End of Upper KS2 Expectations
<ul style="list-style-type: none"> <li>Use a range of geographical sources such as simple maps, globes, atlases and images to identify features and places and to follow routes.</li> <li>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 (See Mapping Skills for further links)</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of sources, including digital maps, atlases, globes and satellite images to research and present geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.</li> <li>Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps. Demonstrate the understanding of the differences between OS and other maps and when it is most appropriate to use each one.</li> </ul>
Geographical skills and fieldwork - Mapping		
End of KS1 Expectations	End of Lower KS2 Expectations	End of Upper KS2 Expectations
<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>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.</li> <li>Create simple maps and use and construct basic symbols in a key.</li> <li>Draw a map of a real or imaginary place, e.g. adding detail to a sketch map or aerial photograph.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and digital / computer mapping software to locate countries and describe features.</li> <li>Use historical maps to identify how towns and cities have changed their land use over time</li> <li>Create maps of locations, identifying features and using a key</li> <li>Make maps of simple routes, with features drawn in the correct order.</li> <li>Make simple scale drawings.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.</li> <li>Use a range of geographical resources confidently in order to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location.</li> <li>Create maps of locations which identify patterns of land use, climate zones, population densities and heights of land.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>