

## Progression in Key Concepts and Skills in Geography.

	EYFS	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
Locational knowledge	Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.	<p>Name and locate and identify characteristics of the four countries and their capital cities of the UK and surrounding areas.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Draw and label pictures to show location.</p>	<p>Name and locate the 7 continents.</p> <p>Name and locate the 5 oceans using maps and globes.</p> <p>Name and locate the seas that surround the UK.</p> <p>Be able to identify cities in the contrasting countries.</p> <p>Use both maps and globes, identify the coldest places in the world - The North and South pole, related to</p>	<p>Use an index to locate countries, cities and landmarks using an atlas.</p> <p>Locate countries, cities and landmarks using Google Maps and on a globe.</p>	<p>Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England).</p> <p>Describe their location in relation to the equator, tropics, hemispheres and the poles.</p>	<p>Locate physical geographical features on a map.</p> <p>Describe their location in relation to land use and look for patterns in the locations.</p> <p>Locate countries where there are dangerous waters which WaterAid help with.</p> <p>Locate on a world map and identify key features and characteristics.</p> <p>Locate the seas around the UK,</p>	<p>Compare maps over time.</p> <p>Understand how time zones are shown on a map.</p>

			<p>their study of the Arctic.</p> <p>Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest (identify Kenya).</p>		<p>Suggest reasons for their location.</p>	<p>and counties which suffer flooding.</p>	
<p>Adaptive teaching</p>	<p>Support pupils with visual resources for vocabulary</p> <p>Support with question stems</p> <p>Adjust size of diagrams/tables based on motor skills</p> <p>Provide word mats to support with technical vocabulary</p> <p>Provide pencil grips where necessary to support with control for drawing and writing</p> <p>Recap previous learning to support memory</p> <p>Support with group work in sessions where needed</p> <p>Break down into small steps - task board</p> <p>Photos of local area to support understanding</p> <p>Tour of local area</p> <p>Word bank to support technical language</p> <p>Practical maps to support - jigsaws, whiteboards, dry wipe maps etc.</p> <p>Interactive resources to support understanding e.g. google earth</p>						

	EYFS	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
Place knowledge	I can ask questions about what it is like in another country. I can show my knowledge of other countries through role play and art work.	Retell what it is like in another country.  Express own views about a place, people and environment.  Compare food in contrasting countries.	Make comparisons between the UK and life in another country.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.  Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Arctic/Kenya, and ask geographical questions e.g. What is it like to	Compare both physical and humans features of England and Egypt. Describe how people can both improve and damage an environment. Understand geographical similarities and differences through the study of human and physical differences between the river Thames and the river Nile. Understand how	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (community of Englefield Green/Egham) and a region with South America. Compare and give reasons for the different lifestyles within a country or area of a country	Understand geographical similarities and differences of the UK Boscastle river flooding and flooding in Thailand and Calgary. Describe how physical geography influences the day to day life of inhabitants of an area.	Discuss how people are influenced by both physical and human geography on a local, national and global scale.

			<p>live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences</p>	<p>some aspects have changed over time. Identify features of a place using aerial photographs. Make detailed maps using a key.</p>			
<p>Adaptive teaching</p>	<p>Support pupils with visual resources for vocabulary  Multi sensory opportunities to engage pupils  Provide word mats to support with technical vocabulary  Mixed ability pairings  Provide pencil grips where necessary to support with control for drawing and writing  Select equipment that is appropriate based on fine motor skills.  Support with group work in sessions where needed  Use photos and examples to support when setting up investigations/experiments  Fieldwork used to support understand appropriately  Consider fieldwork completed based on pupils needs</p>						

	EYFS	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
Physical and human geography	<p>I can use everyday vocabulary to name common physical features.</p> <p>Show respect of different cultures</p>	<p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Understand that different countries have different types of food.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many</p>	<p>Use geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and weather.</p> <p>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 north and south poles.</p> <p>Understand that different countries have different climates.</p>	<p>Locate rivers in UK and Egypt.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>Ask and answer questions about rivers.</p> <p>Describe the journey of a river from source to sea.</p> <p>Explain how humans use physical</p>	<p>Describe the different climate zones and Vegetation belts on a global scale.</p> <p>Be able to say what weather and vegetation is related to these and begin to give reasons why.</p> <p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South</p>	<p>Describe how physical geographical features are formed. Describe and understand the water cycle and how Tsunamis are formed.</p> <p>Describe how humans are impacted both positively and negatively by physical features. Recognise that humans can have some control over physical features.</p>	<p>Explain the water cycle using scientific terminology and explain the changes of state. Describe how geographical features change over time.</p> <p>Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Analyse the positive and negative impact of a human change on</p>

		<p>times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop.</p> <p>Use these terms to explain trade.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise that humans have a choice in their lifestyle. Use the terms to compare different lifestyles.</p>	<p>geographical features for a variety of purposes.</p>	<p>America and trade links around the world) Compare different types of settlements and land use.</p> <p>Recognise that our choices impact the lives of other people.</p>		<p>both a local and global scale.</p>
<p>Adaptive teaching</p>	<p>Adjust size of diagrams/tables based on motor skills          Provide word mats to support with technical vocabulary          Provide pencil grips where necessary to support with control for drawing and writing          Support with group work in sessions where needed          Break down into small steps - task board          Use photos and examples to support when recording information          Provide blank tables etc to record findings into          Photos and videos to support understanding of differences          Checklist to support understanding of similarities and difference          Visuals and word banks to support technical vocabulary          Class trips to support understanding of settlements and communities.</p>						

	EYFS	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
Geographical skills and fieldwork	<p>Observe closely what is around me and make comments on what I see.</p>	<p>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.</p> <p>Make a simple map.</p> <p>Use photos to locate a familiar place.</p> <p>Draw simple sketches.</p> <p>Observe and record information about the local area e.g. how many shops there are near the school?</p>	<p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p>Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)</p> <p>Use the four compass points to say simple directions. Use locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps, include a key on a map using my own</p>	<p>Use the 8 points of a compass.</p> <p>Include a key on a map using common OS symbols.</p> <p>Ask and respond to questions about places and the environment making comparisons.</p> <p>Offer explanations for the location of human and physical features in different localities.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and follow directions to the nearest 10 degrees.</p> <p>Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>Understand how colours are used</p>	<p>Use 6 figure grid references.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph.</p> <p>Use less common OS symbols to show geographical features. 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</p>	<p>Begin to use latitude and longitude to describe location.</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>

		<p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p>	<p>symbols. Recognise a familiar place from aerial photos.</p> <p>Draw simple diagrams with labels. Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>Collect data using observations and record it in a table</p>	<p>Follow a journey using computer mapping - Google Maps / Geocaching.</p> <p>Collect data using surveys and present it in a bar chart.</p>	<p>on a map to show different physical zones.</p> <p>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 mapping technologies.</p>	<p>graphs, and digital technologies.</p>	
<p>Adaptive teaching</p>	<p>Support pupils with visual resources for vocabulary  Multi sensory opportunities to engage pupils  Provide sentence stems for comparison  Visual cards for grouping and classifying  Mixed ability pairings  Provide word mats to support with technical vocabulary  Provide pencil grips where necessary to support with control for drawing and writing  Recap previous learning to support memory  Support with group work in sessions where needed  Break down into small steps - task board  Fieldwork used to support understand appropriately  Consider fieldwork completed based on pupils needs.</p>						



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Vocabulary	<p>Use some simple geographical language</p> <p>Use comparative language with support.</p>	<p>Use simple geographical language and some science specific words.</p> <p>Use comparative language - bigger, faster etc</p>	<p>Begin to use some geographical language to talk and, later, write about what they have found out.</p> <p>Begin to use comparative and superlative language.</p>	<p>Use some geographical language to talk and, later, write about what they have found out.</p> <p>Use comparative and superlative language</p>	<p>Begin to read, spell and pronounce geographical vocabulary correctly.</p> <p>Begin to use relevant geographical language and illustrations to discuss, communicate and justify geological ideas.</p> <p>Begin to confidently use a range of geographical vocabulary.</p>	<p>Read, spell and pronounce geographical vocabulary correctly.</p> <p>Use relevant geographical language and illustrations to discuss, communicate and justify geographical ideas.</p> <p>Confidently use a range of geographical vocabulary.</p> <p>Begin to use conventions such as trend to support prediction and -er word generalisation.</p>
Adaptive teaching	<p>Support pupils with visual resources for vocabulary</p> <p>Multi sensory opportunities to engage pupils</p> <p>Provide word mats to support with technical vocabulary</p> <p>Pre teach vocabulary</p> <p>Read stories linked to unit so they hear vocabulary in context</p> <p>Recap previous vocabulary to support memory</p> <p>Support with group work in sessions where needed</p> <p>Mixed ability pairings</p>					