**Highfield Hall Primary School**

**Knowledge & Skills Progression: Geography**

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|  | **Foundation Stage** | | |
|  | **3 & 4-year-olds will be learning to:** | **Children in Reception will be learning to:** | **ELG** |
| **Understanding the World** | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Begin to understand the need to respect and care for the natural environment and all living things. * Use all their senses in hands-on exploration of natural materials. | * Draw information from a simple map. * Understand that some places are special to members of their community. * Recognise some similarities and differences between life in this country and life in other countries. * Recognise some environments that are different to the one in which they live. * Understand the effect of changing seasons on the natural world around them. | **People Culture and Communities**   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * 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. * 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**   * 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 and changing states of matter. |
| **Maths** | * 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’. |  |  |

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| **Year group** | Knowledge | Key skills – what to look for | | | Core & British Values | Additional cultural capital experiences |
| Working towards | Meeting | exceeding |
| **Year 1** | Name, locate and identify characteristics  of the four countries and capital cities of the  United Kingdom and its surrounding seas. | The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. | The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. | The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps |  |  |
| 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. | The child can talk about the day-to-day weather and some of the features of the seasons in their locality.  The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world | The child can identify seasonal and daily weather patterns in the United Kingdom.  The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. | The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.  The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. |  |  |
| 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. | The child can talk about a natural environment, naming its features using some key vocabulary. | The child can recognise a natural environment and describe it using key vocabulary. | The child can recognise different natural environments and describe them using a range of key vocabulary. |  |  |
|  | Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | The child can talk about a human environment, such as the **local area** or a UK city, naming some features using some keyvocabulary. | The child can identify a range of human environments, such as the **local area** and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. | The child can identify different human environments, such as the **local area** and contrasting **settlements** such as a village and a city.  The child can describe their features and some activities that occur there using a range of key vocabulary. |  |  |
|  | 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. | The child can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. | The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. | The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns. |  |  |
|  | Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. | The child can locate places on a map of the **local area** using locational and directional language. | The child can describe a journey on a map of the **local area** using simple compass directions and locational and directional language. | The child can describe a journey on a map of the **local area** locating features and landmarks seen on the journey. |  |  |

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| **Year group** | Knowledge | Key skills – what to look for | | | Core & British Values | Additional cultural capital experiences |
| Working towards | Meeting | exceeding |
| **Year 2** | Develop knowledge of the human and physical geography of a small area of the United Kingdom. | The child can know about the **local area** and name key landmarks, e.g. the nearest local green space. | The child can know about the **local area**, and name and locate key landmarks | The child can know the **local area** and its  **physical** and **human geography** |  |  |
| Name and locate the world's seven continents and five oceans | The child can recognise and name some continents and oceans on a globe or atlas. | The child can name and locate the seven continents and five oceans on a globe or atlas. | The child knows the relative locations of the continents and oceans to the equator and North and South Poles. |  |  |
| 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. | The child can talk about a natural environment, naming its features using some key vocabulary. | The child can recognise a natural environment and describe it using key vocabulary. | The child can recognise different natural environments and describe them using a range of key vocabulary. |  |  |
|  | Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | The child can talk about a human environment, such as the **local area** or a UK city, naming some features using some keyvocabulary. | The child can identify a range of human environments, such as the **local area** and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. | The child can identify different human environments, such as the **local area** and contrasting **settlements** such as a village and a city.  The child can describe their features and some activities that occur there using a range of key vocabulary. |  |  |
|  | 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. | The child can locate some features of the school grounds on a base map. | The child can locate features of the school grounds on a base map. | The child can accurately locate features of the school grounds on a base map. |  |  |
|  | 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. | The child can use aerial photos to identify features of a locality.  The child can draw a simple map. | The child can use aerial photos to identify physical and human features of a locality.  The child can draw a simple map with a basic key of places showing landmarks. | The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks. |  |  |

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| **Year group** | Knowledge | Key skills – what to look for | | | | | Core & British Values | Additional cultural capital experiences |
| Working towards | Meeting | | | exceeding |
| **Year 3** | * 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. | The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.  The child can relate continent, country, county, city/where you live. The child can locate the UK's major urban areas; locate some physical environments in the UK. *(E.g. Use a copy of a map of the* *British Isles and locate and label the main British rivers.)* | The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.  The child can locate and describe some human and physical characteristics of the UK. *(E.g. Use a copy of a* *map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)* | | | |  | | --- | | The child can describe where the UK is located, | | and name and locate a range of cities and counties; | | locate where they live in the UK using locational | | terminology (north, south, east, west). | | The child can locate and describe several contrasting | | physical environments. *(E.g. Use a copy of a map of the* | | *British Isles and locate and label the main British rivers.* | | *Add the names of settlements at the mouth of the rivers.* | | *Locate and label the mountains/hills where the source of these rivers is found)* | |  | | Curiosity |  |
| * 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) | The child can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.  *(E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.)* | The child can identify the position of the Prime/Greenwich Meridian and understand the significance of **latitude and longitude**.  *(E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude.)* | | | The child can identify the position of the equator, northern and southern hemisphere and understand the significance of the tropic of cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian (including day and night) |  |  |
| * 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. | The child can, in a group, carry out **fieldwork** in the **local** **area** using appropriate techniques suggested.  *(E.g. Participate with a group to create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features.* | | The child can, in a group, carry out **fieldwork** in the l**ocal area** selecting appropriate techniques.  *(E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)* | The child can plan a **fieldwork** investigation in the **local area** selecting appropriate techniques.  *(E.g. Take a lead in planning and creating a river in the* *playground and select a range of natural materials to* *use. Use a watering can to form the river. Observe and* *record what happens to the water over different* *materials. Take photographs and annotate with key* *river features and processes.)* | | Critical thinking skills  Creativity |  |

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| Working towards | Meeting | exceeding |
| **Year 4** | * physical geography, including: climate zones, biomes and vegetation belts | The child can understand that climate and vegetation are connected in an example of a **biome**, e.g. the tropical rainforest. The child can understand that animals and plants are adapted to the climate.  The child can understand our food is grown in many different countries because of their climate. | The child can understand how climate and vegetation are connected in **biomes**, e.g. the tropical rainforest and the desert.  The child can describe what the climate of a region is like and how plants and animals are adapted to it.  The child can understand how food production is influenced by climate. | The child can understand how climate and vegetation are connected in a range of **biomes**, e.g. the tropical rainforest, a hot desert, the Arctic.)  The child can explain climate patterns of a **region**, describe the characteristics of a **biome**, what its climate is like and how plants and animals are adapted to it. The child can relate climate to food production. | Respect  Critical thinking skills  Curiosity |  |
| * Describe and understand key aspects of physical geography, including:, volcanoes and earthquakes, and the water cycle | *(E.g. With support, make a working model of a volcano. Label it with the features of a volcano and describe an eruption.)* | *(E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)* | *(E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one or more examples of volcanoes around the world.)* | Curiosity  Compassion |  |
| * 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. | The child can, in a group, carry out **fieldwork** in the **local** **area** using appropriate techniques suggested.  *(E.g. Participate with a group to create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs andlabel with key river features.)* | The child can, in a group, carry out **fieldwork** in the l**ocal area** selecting appropriate techniques.  *(E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)* | The child can plan a **fieldwork** investigation in the **local area** selecting appropriate techniques.  *(E.g. Take a lead in planning and creating a river in the* *playground and select a range of natural materials to* *use. Use a watering can to form the river. Observe and* *record what happens to the water over different* *materials. Take photographs and annotate with key* *river features and processes.)* | Critical thinking skills  Creativity |  |

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| Working towards | Meeting | Exceeding |
| **Year 5** | * 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. | The child can know and share information about a European region and a **region** in North or South America, and understand that **a region** such as the Alps is unique.  *(E.g. Design an app/webpage/leaflet for tourists to the Alps selecting some information.)* | The child can know information about a **region** of Europe and North or South America, its physical environment and climate, and economic activity *(E.g. Design an app/webpage/leaflet for tourists to the*  *Alps, selecting a range of information about the physical and human environment.)* | The child can understand the importance of a  **region** in Europe and in North or South America, its  human and physical environment, and how they are  connected.  *(E.g. Design an app/webpage/leaflet for tourists to the*  *Alps, selecting a range of information about the physical and human environment. Refine the item based on*  *feedback.)* | Critical thinking skills |  |
| * Physical geography: Rivers | The child can recognise different natural features such as a river and describe them using a range of key vocabulary.  The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers. | The child can use simple geographical vocabulary to describe significant physical features and talk about how they change.  The child can describe a river environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers. | The child can describe several physical features and describe how they change.  The child can describe and name the key landscape features of river environments in the UK. The child can explain the water cycle in appropriate geographical language.  The child can describe some of the processes associated with rivers. | Curiosity |  |
| * 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 | The child can use four-figure grid references.  The child can use OS map symbols and atlas symbols.  The child can use maps at different scales.  The child can recognise that contours show height.  *(E.g. Contribute to a class display of a large-scale OS map of the*  *local area to label with photographs and information about a local*  *issue.)* | The child can use four-figure, and find six-figure, grid references.  The child can describe height and slope from a map.  The child can read and compare map scales.  *(E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)* | The child can use four and six figure grid references with accuracy.  The child can describe the shape of the land from contour patterns.  The child can work confidently with a range of maps from large scale street maps to large scale 1:50000 maps.   |  | | --- | | *(E.g. Use a large-scale OS map of the local area to* | | *annotate with photographs and information about a* | | *local issue linking these to a range of features on the* | | *map.)* | | Critical thinking skills  Curiosity |  |
| * 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. | The child can, in a group, carry out **fieldwork** in the **local** **area** using appropriate techniques suggested.  *(E.g. Participate with a group to create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features.)* | The child can, in a group, carry out **fieldwork** in the l**ocal area** selecting appropriate techniques.  *(E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)* | The child can plan a **fieldwork** investigation in the **local area** selecting appropriate techniques.  *(E.g. Take a lead in planning and creating a river in the* *playground and select a range of natural materials to* *use. Use a watering can to form the river. Observe and* *record what happens to the water over different* *materials. Take photographs and annotate with key* *river features and processes.)* | Critical thinking skills  Creativity |  |

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| Working towards | Meeting | Exceeding |
| **Year 6** | * Physical geography: Mountains | The child can describe some key physical **processes** and the resulting landscape features, e.g. understand the characteristics of a mountain **region** and how it was formed.  *(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and talk about what it shows.)* | The child can describe and understand a range of key physical **processes** and the resulting landscape features.  The child can understand how a mountain **region** was formed.  *(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)* | The child can describe and understand some key physical **processes** and the resulting landscape features.  The child can understand how fold mountain **regions** are formed.  *(E.g. Make playdough models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed.)* | Curiosity  Critical thinking |  |
| * 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 | The child can know and understand what life is like in cities and in villages.  The child can know the journey of how one product gets into their home in detail.  The child can describe some renewable and non-renewable energy sources.  The child can describe different types of industry currently in the **local** **area**.  The child can know where some of our main natural resources come from.  *(E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.)* | The child can know and understand what life is like in cities and in villages and in a range of **settlement** sizes.  The child can understand that products we use are imported as well as locally produced.  The child can explain how the types of industry in the area have changed over time.  The child can understand where our energy and natural resources come from.  *(E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)* | The child can know and understand what life is like in cities and in villages and in a range of **settlement** sizes in different parts of the world.  The child can understand that our shopping choices have an effect on the lives of others.  The child can explain how, and offer reasons why, the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from, and the impacts of their use.  *(E.g. Take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses.)* | Compassion  Respect  Curiosity |  |
| * 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. | The child can locate some major cities and countries of Europe and North and South America on physical and political maps. The child can describe some key physical and human characteristics of Europe and North and South America.  *(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)* | The child can locate cities, countries and regions of Europe and North and South America on physical and political maps.  The child can describe key physical and human characteristics and environmental **regions** of Europe and North and South America.  *(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)* | The child can locate places and **regions** of  Europe and North and South America, and can identify  the distinct characteristics of some **regions**.  The child can describe, compare and contrast key  physical and human characteristics, and environmental  **regions** of Europe and North and South America  *(E.g. Independently use physical and political maps of* *Europe to create a junk model of the Alps. Draw the*  *borders of the countries, and label main cities and*  *mountains. Add annotations to identify the main*  *physical, human and cultural characteristics of the*  *region of the Alps.)* | Curiosity  Respect |  |
| * 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. | The child can, in a group, carry out **fieldwork** in the **local** **area** using appropriate techniques suggested.  *(E.g. Participate with a group to create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features.)* | The child can, in a group, carry out **fieldwork** in the l**ocal area** selecting appropriate techniques.  *(E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)* | The child can plan a **fieldwork** investigation in the **local area** selecting appropriate techniques.  *(E.g. Take a lead in planning and creating a river in the* *playground and select a range of natural materials to* *use. Use a watering can to form the river. Observe and* *record what happens to the water over different* *materials. Take photographs and annotate with key* *river features and processes.)* | Critical thinking skills  Creativity |  |