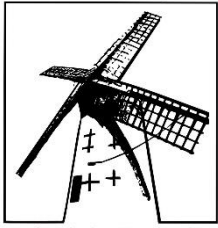


'Achieving Together'

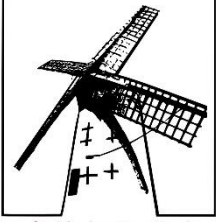
Skills & Knowledge Progression: Geography

Year group	Locational Knowledge	Place knowledge	Human & Physical	Geographical skills & fieldwork
Nursery (F1)	Starting Nursery and beginning to find our way around school.	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.	Create and use simple maps during play. With support, begin to understand the simple features of a simple atlas or globe.
Reception (F2)	Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. Starting school and finding our way around. Bidston Hill Windmill – our local area.	Explain some similarities and differences between life in this country and life in our countries, drawing on knowledge from stories, non fiction texts & (when appropriate) maps. Compare where we live with holiday destinations.	Identify the features of the four seasons. Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons.	Draw information from a simple map. With support, use simple atlases and globes to locate holiday destinations.



Skills & Knowledge Progression: Geography

	Locational Knowledge	Place knowledge	Human & Physical	Geographical skills & fieldwork
Year 1	<ul style="list-style-type: none"> • Can locate some major cities, oceans and continents on a UK and world map. • Can use a world map, atlas or globe to name and locate the seven continents and five oceans. • Can name most of the nations and capitals of the UK. • Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas. 	<ul style="list-style-type: none"> • Can describe in some detail the local area and distant locations' features using images to support answers. • Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. • Know that people do jobs and that where they live (e.g. coastline) might affect this. • Have some sense of what animals eat and the dangers (human or physical) animals might encounter 	<ul style="list-style-type: none"> • Show limited awareness of weather differences. • Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. • Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. • Identify seasonal weather patterns. 	<ul style="list-style-type: none"> • Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. • Can use a wall map or atlas to locate and identify countries taught in the unit. • Know about the local area and can name and locate key landmarks (e.g human and physical features and describe these features and locate them on a map using images or drawings). • Can use appropriate language when talking about maps and locations. • Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. describe the route taken on a large-scale map using compass directions and locational language)



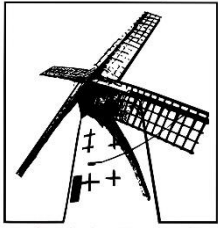
Year 2

- Can identify and name the relevant continents.
- Can name the capitals of the UK.
- Can use an atlas to name and locate on a map the four countries and capital cities of the UK.

- Can demonstrate locational awareness, name their local area, and that they live in the UK.
- Know that weather can be different in different parts of the UK.
- Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.

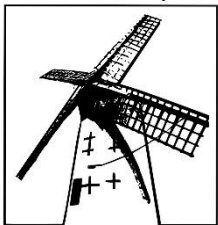
- Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.
- Know that weather can be different in different parts of the UK.
- Start to give reasons why the UK has the weather it does (e.g. wind).

- Can locate the UK and name the countries of the UK.
- Can use an atlas to name and locate on a map the four countries and capital cities of the UK.
- Can use atlas, map or globe to locate some wonders (of the world)
- Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).
- Can use and understand basic weather symbols.
- Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.
- Correctly use most of the key vocabulary given in the unit.
- Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.



Skills & Knowledge Progression: Geography

Year group	Locational Knowledge	Place knowledge	Human & Physical	Geographical skills & fieldwork
Year 3	<ul style="list-style-type: none"> • Can indicate tropical, temperate and polar climate zones on a globe or map. • Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. • Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. • Can identify on a globe or map the position of the Prime/Greenwich Meridian. • Can describe the significance of latitude and longitude and describe how the climate varies. • Can locate and describe some human and physical characteristics of the UK. • Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK. • Can talk about time zones and day and night. 	<ul style="list-style-type: none"> • Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone). 	<ul style="list-style-type: none"> • Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. • Can describe how physical processes can cause hazards to people. • Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). • Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). • Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. • Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. 	<ul style="list-style-type: none"> • Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) • Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. • Can use most of the vocabulary introduced in the unit when talking about their map. • Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). • Can use directional language and grid references when talking about locations. • Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.



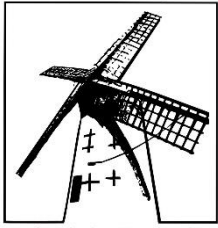
Year 4

- Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador).
- Can relate continent, country, state and city. Can identify states in North America using a map.
- Can use a map or atlas to locate some countries and cities in Europe or North and South America.
- Can describe and compare the physical and human characteristics of some regions in North or South America.
- Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.
- Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary
- Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.

- Can describe and compare the physical and human characteristics of some regions in North or South America.
- Offer explanations for the similarities and differences between some regions in North or South America.
e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).

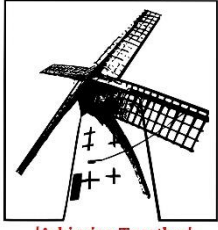
- Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.
- Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.
- Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.
- Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.
- Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains).
- Can describe a volcano, volcanic eruption and an earthquake.
- Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).

- Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.
- Can use a map to locate some states of the USA.
- Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).
- Can give direction instructions up to eight compass points.
- Can make a map of a route with features in the correct order and in the correct places.
- In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. 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 and processes).



Skills & Knowledge Progression: Geography

Year group	Locational Knowledge	Place knowledge	Human & Physical	Geographical skills & fieldwork
Year 5	<ul style="list-style-type: none"> • Can describe key physical and human characteristics and environmental regions of Europe. • Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season). 	<ul style="list-style-type: none"> • Can locate the UK's major urban areas, knowing some of their distinct characteristics & how some of these have changed. • Can describe how a (local) region has changed and how it is different from another region of the UK. • Can give information about a region of Europe and its physical environment, climate, economic activity and how plants and animals are adapted to it (the Alps). • Know that human activity is influenced by climate and weather. • Can describe hazards from physical environments and their management, such as avalanches in mountain regions. • Can describe how a mountain region was formed. • Can explain some ways biomes (including oceans) are valuable, why they are under threat and how they can be protected. • Can describe how food production is influenced by climate. • Know that products we use are imported as well as locally produced. • Can name our energy sources and natural resources. 	<ul style="list-style-type: none"> • Can describe and understand a range of key physical processes and the resulting landscape features. • Can describe how a mountain region was formed. • Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. • Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. • Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). • Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). • Can describe key physical and human characteristics and environmental regions of Europe. • Can describe how food production is influenced by climate. • Know that products we use are imported as well as locally produced. • Can name our energy sources and natural resources. 	<ul style="list-style-type: none"> • Can locate and describe several physical environments in the UK. • Can locate the UK's major urban areas. • Can use maps to locate the Alps and identify the physical features of the region. • Can use base maps to create their own maps of the Alpine region. • Can use maps to locate places and countries that locally available products come from. • Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). • Can use fieldwork to investigate key questions and begin to answer them. • Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. • Can record/list products available locally and say whether they are produced locally and/or imported.



'Achieving Together'

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Year 6

- Can locate cities, countries and regions of South America on physical and political maps.
- Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).
- Can identify and locate a national or international environmental issue and explain why it is an issue.
- Can name and locate types of industry in the area and give reasons why they have changed over time.
- Can describe and give reasons for local land use and suggest how this might change in the future.
- Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.

- Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.
- Can illustrate how human activity is influenced by climate and weather.
- Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).

- Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.
- Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).
- Can compare the Amazon and Alpine regions, identifying similarities and differences.
- Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.
- Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).
- Can identify and justify deforestation as an environmental issue.
- Can describe where our energy and natural resources come from.
- Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).

- Can locate Brazil and the Amazon Basin and River and describe features studied.
- Can use a range of resources to locate national and global environmental issues.
- Can use digital maps to investigate and describe features of an area.
- Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).
- Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.
- Can make sketch maps of the local area using symbols, a key and a scale.
- Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.
- Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.