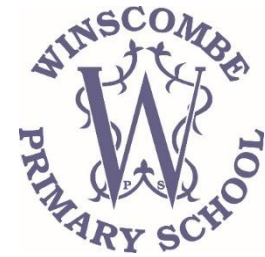


Geography



Winscombe Primary School

Skills & Knowledge Progression Map

Level Expected at the End of EYFS



We have selected the Early Learning Goals that link most closely to the Geography National Curriculum

Understanding the World

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.

Recognise some environments that are different to the one in which they live.

People Cultures and Communities

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.

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.

Level Expected at the End of KS1 and KS2

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none">• name and locate the world's seven continents and five oceans;• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none">• 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>Human and Physical Geography Pupils should be taught to:</p> <ul style="list-style-type: none">• 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;• use basic geographical vocabulary to refer to:<ul style="list-style-type: none">– key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;– key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none">• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;• 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;• 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; <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.</p>	<p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none">• 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;• 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;• 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). <p>Place Knowledge Pupils should be taught to:</p> <p>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.</p> <p>Human and Physical Geography Pupils should be taught to:</p> <ul style="list-style-type: none">• describe and understand key aspects of:<ul style="list-style-type: none">– physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;– 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. <p>Geographical Skills and Fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none">• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;• 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; <p>use fieldwork to observe, measure, record and present the human and physical</p>

features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

The Geography curriculum progression maps comprehensively show the progression of Geography skills and concepts from Reception to Year 6.

Progression of Skills

Key skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiring	They make observations of animals and plants and explain why some things occur, and talk about changes	Interact with immediate environment Answer questions based on observation Begin to ask questions to consolidate understanding Use simple atlases and digital maps for support	Develop geographical questioning Investigate their surroundings Make appropriate observations about why things happen Use atlases, stories, maps, pictures/photos and internet as sources of information Make geographical comparisons between features of different places	Continue to ask and answer geographical questions Use books, stories, atlases, pictures/photos and internet as sources of information Investigate places and themes using different scales Begin to collect and record written evidence	Ask and respond to questions and offer their own ideas Use satellite images, aerial photographs Investigate places and themes using more than one scale Begin to conduct own research with support	Begin to suggest questions appropriate for investigation Begin to use primary and secondary sources of evidence in investigations Investigate places with greater emphasis on scale, longitude/latitude and time zones; Collect and record evidence unaided	Develop own investigations within subject study Use primary and secondary sources of evidence in investigations Investigate places with greater emphasis on larger scale, contrasting and comparing distant places Collect and record evidence unaided
Interpreting evidence	Talk about the features of their own immediate environment and how environments might vary from one another	Collect objects and use images for evidence	Begin to interpret a range of information from atlases, globes, maps, digital maps and images Begin to identify similarities and differences between differing locations	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations Interpret a range of information (with greater detail) from atlases, maps, digital maps and globes	Analyse evidence and draw conclusions e.g. make comparisons between differing locations Interpret a range of information from atlases, maps, digital maps and globes, posing questions derived from sources	Analyse evidence and draw conclusions e.g. compare historical maps and data trends Identify geographical influences on people/everyday life using information from a range of sources	Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature Look at geographical patterns and explain reasons behind them
Geographical vocabulary		Extend vocabulary by grouping and naming, exploring meaning and sounds of new words in geographical learning	Begin to use vocabulary specific to subject study Begin to use a wider vocabulary of everyday geographical terms	Use some vocabulary specific to subject study Use vocabulary of everyday geographical terms	Use vocabulary of specific geographical terms and everyday language related to subject in writing and speaking	Use specific geographical terms in writing and speaking with confidence	Use geographical terms in both writing and speaking
Geographical knowledge	Know about similarities and differences in relation to places, objects, materials and living things	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease
Direction	Use positional language e.g. over, under Use knowledge of positional language to move Beebots	Follow directions (Up, down, left/right, forwards/backwards) Begin to introduce 4 compass points	Follow directions (Up, down, left/right, forwards/backwards) Independently use 4 compass points	Use 4 compass points to follow/give directions	Use 4 compass points to follow/give directions Begin to use 8 compass points	Begin to use 8 compass points Begin to relate time zones to east/west	Use 8 compass points confidently and accurately Begin to use 6 figure grid refs
Map making and representation	Through mark making, create basic maps and representations	Use like for like images on maps Draw around objects to make a plan Develop own symbols on maps	Make simple maps of known locations Look down on objects to make a plan view	Know why a key is needed Use standard symbols	Make a map of a short route experienced with features in correct order Make a simple scale drawing	Independently draw a sketch map using symbols and a key Use/recognise OS map symbols	Begin to draw a variety of thematic maps based on their own data

			Introduce conventional map symbols on maps Begin to understand the need for a key using agreed symbols	Begin to draw sketch maps from higher viewpoints Make a map of a short route experienced, with features in correct order Make simple scale drawings Use letter and number co-ordinates to locate features on a map	Draw sketch maps from higher viewpoints Confidently use letter and number co-ordinates to locate features on a map	Begin to use 4 figure coordinates to locate features on a map. Begin to use latitude and longitude on atlas and maps Begin to draw a variety of thematic maps based on their own data	Use 4 figure co-ordinates confidently to locate features on a map. Use latitude and longitude on atlas and maps Begin to draw plans of increasing complexity Recognise and use atlas symbols
Using and understanding maps		Use simple picture maps to move around a location Recognise that maps are specific to a location Begin to recognise and use features such as plan/side views Use simple atlases and digital maps for retrieval	Follow basic routes using a map Understand a plan view Use simple atlases to locate countries (with support) Use aerial photographs and plans to recognise landmarks	Locate places on larger scale maps e.g. map of UK/Europe Begin to match boundaries on different maps Follow a route on a map with increasing accuracy	Locate features and landmarks on large scale maps Follow a route on a large scale map	Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out about other features/data of places	Follow a short route on an OS map Describe features shown on OS map. Locate places on a world map Use atlases to find out about other features of places (mountain regions, weather patterns)
Map knowledge	Recognise a map. Understand the purpose of/how to use a basic map	Learn names of some places within/around the UK including home town and UK countries	Locate and name major features on UK map Understand that maps can show the world (and landmarks)	Begin to identify points on maps A,B and C (grid referencing)	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
Types of map	Pictorial maps e.g. treasure map	Globes Picture atlases Digital mapping	Globes Adult drawn maps (location specific) Use large scale OS maps Use an infant atlas Digital mapping (with support)	Use large scale OS maps Begin to use junior atlases Begin to identify features on aerial/oblique photographs Digital mapping (with support)	Use index and contents page within atlases Begin to use medium scale land ranger OS maps. Identify features on aerial/oblique photographs	Use OS maps and digital mapping Confidently use support features of an atlas Begin to recognise world map as a flattened globe	Use OS maps and digital mapping Confidently use all features of an atlas Recognise world map as a flattened globe.



Coverage of Knowledge - EYFS – KS2

Each unit of work focuses on key Geography skills, as well as teaching the knowledge needed to develop an increasingly secure understanding of Geography across the ages. Units are sequenced in a way to help develop and build upon prior learning.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Introduce idea of community People in my class, people in my school. Name of school and location of classroom. Building a class community. Where places in school are. Jobs of adults that work in school.</p> <p>Inuit lifestyle Features of the arctic Discovering and exploring new places by going on a journey.</p> <p>Looking at a map of the school and local environment</p> <p>The seasons</p>	<p>What's Through the Keyhole? Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify seasonal and daily weather patterns in the UK 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 - Classroom</p> <p><i>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>	<p>Fire Use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>Locational Knowledge UK revisit Capital cities Past & present London Seasons</p> <p>Locational Knowledge 7 continents (See Big City Atlas book) 5 oceans -link to Christmas around the world Seasons – Xmas calendar make as a gift</p>	<p>Extreme Earth (part 1) How the Earth is formed, Tsunmais and tornadoes)</p> <p>Human and Physical Geography Describe and understand key aspects of earthquakes</p> <p>Geographical Skills and Fieldwork Use fieldwork to observe the human and physical features in the local area using a range of methods, including sketch maps. Use maps, atlases and computer mapping to locate Stonehenge</p> <p>Enquiring Continue to ask and answer geographical questions Use books, stories, atlases, pictures/photos and internet as sources of information Investigate places and themes using different scales Begin to collect and record written evidence.</p> <p>Geographical Vocabulary Use some vocabulary specific to subject study Use vocabulary of</p>	<p>Tomb Raiders Know about the wider context of places (region, country)</p> <p>Describe and understand key aspects of human geography including, settlement, land use and the distribution of water around the River Nile.</p>	<p>Space Geographical Skills & Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *focus on using OS maps and reading symbols, grid references and compass points/directions Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridan Identify time zones (including night and day)</p> <p>Locate the countries of the world, using maps and google Earth to focus on Europe concentrating on their environmental regions, key physical and human characteristics countries and major cities.</p> <p><u>Place & Location Geography</u></p>	<p>Full Steam Ahead Human Geography UK map work Teaching will focus on: Location of physical and human features of the UK - Rivers, mountains, seas, Countries, capital cities</p> <p>Human Geography Europe map work Teaching will focus on: Location of physical and human features of the Europe - Major Rivers, mountains, seas, Countries, capital cities</p>

				<p>everyday geographical terms</p> <p>Geographical Knowledge Can recall key facts from the knowledge organiser for each topic quickly and with ease</p> <p>Map making and representation Know why a key is needed Use standard symbols Begin to draw sketch maps from higher viewpoints Make a map of a short route experienced, with features in correct order Make simple scale drawings Use letter and number co-ordinates to locate features on a map</p>		Describe and understand aspects of physical geography including climate zones, biomes, vegetation belts, soil survey, flora and fauna and quadrant sampling and veg survey.	
Spring	<p>What the world was like when there were dinosaurs?</p> <p>How things grow from seed to plant Exploring past events in their own lives.</p> <p>The Seasons</p>	<p>Home and Away Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Winscombe) and of a small area in contrasting non – European country (Kenya) Use world maps, atlases and globes to identify the United Kingdom, its countries and flags Identify where Africa is on a world map Name and locate 7 continents name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas (St Andrews, St Davids, St Patrick and St George days)</p>	<p>Ice 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 (Bristol Antarctica) Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Four countries of the UK (Identify the characteristics and National Flowers of the UK countries) Identify the flags, national flowers and discuss what they might see in each country</p>	<p>Extreme Earth – Volcanoes & Earthquakes Comparing the UK to Italy Human and Physical Geography Describe and understand key aspects of volcanoes Locational Knowledge Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place Knowledge 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. Geographical Skills and</p>	<p>Raging Rivers and Mighty Mountains Know the stages of the water cycle Know how rivers are formed, identify different features along the course of a river, compare local and international rivers</p> <p>Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle</p> <p>Know where mountains are located, locate UK mountain ranges on a map, know the features of mountains, know how mountains are formed, locate world mountain ranges, understand life on mountains including tourism, understand the</p>	<p>Ancient Greece lace & Location Geography</p> <p>Locate the world’s countries using maps to focus on Europe (UK & Scandinavia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Locate Greece and compare to Ancient Greece Develop contextual knowledge of the location of globally significant places – both terrestrial and marine Focus: Greece and Europe</p> <p>Human & Physical Geography</p>	

			<p><i>Name and locate 7 continents, name and locate 5 oceans, name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas (St Andrews, St Davids, St Patrick and St George days)</i></p> <p>Place Knowledge Human and physical geography of a small area of the UK & a contrasting non-EU country -Use aerial photos and UK landmarks to identify features -Local area walk -Arctic / Antarctica comparison to UK -Seasons</p> <p>Human/Physical Vocab linked to mapping Hot and cold areas linked to N/S poles Seasons</p>	<p>Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Using and understanding maps Locate places on larger scale maps e.g. map of UK/Europe Begin to match boundaries on different maps Follow a route on a map with increasing accuracy Map knowledge Begin to identify points on maps A,B and C (grid referencing)</p>	<p>weather in a mountain environment.</p> <p>Use index and contents page within atlases</p>	<p>Describe and understand human geography including:</p> <ul style="list-style-type: none"> - types of settlement and land use (including Village/town and city structure) - economic activity including trade links - the distribution of natural resources including energy, food, minerals and water, population and demand (linear, dispersed and nucleated) 	
Summer	<p>Goodies and baddies in stories. Resolving friendship problems. Jobs linked to people who help us stay safe What did the sea used to look like? The sea/sea pollution/plastic Explore the wonders of the oceans and then begin to think about the effects that humans can have and our responsibility to look after them Jobs of adults that work at sea</p>	<p>Oh I do like to be beside the seaside Use basic geographical vocabulary to refer to key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use simple fieldwork and observational skills to study the geography of their school and its</p>	<p>Amazing Animals <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i> <i>Use simple compass points (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, devise a simple map; and use and construct basic symbols in a key -Winscombe</i></p>	<p>Welcome to the Rainforest Investigating the Amazon Rainforest Visiting Kingswood and comparing it to the Amazon Rainforest.</p> <p>Locational Knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions.</p> <p>Identify the position and significance of latitude, longitude, Equator,</p>	<p>Wonderful Winscombe Use 4 compass points to follow/give directions Begin to use 8 compass points Make a map of a short route experienced with features in correct order Make a simple scale drawing Draw sketch maps from higher viewpoints Confidently use letter and number coordinates to locate features on a map</p>	<p>Vikings Develop contextual knowledge of the location of globally significant places – both terrestrial and marine Focus: UK and Scandanavia</p>	<p>Mayans Study of South America, comparing UK and South America Teaching will focus on: Locational Knowledge: locate the world's countries, using maps to focus on Europe and North and South America Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

	Using maps – the sea	grounds and key human and physical features of its surrounding areas - School Rubbish	<p><i>Use basic geographical vocabulary to refer to key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Skills and fieldwork Mapping (map symbols, types of map, map of classroom, map of school) Compass directions seasons</p> <p>Mapping continued (local area, create a map route)-Locational language seasons</p>	<p>Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Interpreting evidence</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p>Human and Physical Geography Describe and understand the key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand the key aspects of human geography including the distribution of natural resources</p> <p>Geographical Skills and Fieldwork</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations Interpret a range of information(with greater detail) from atlases, maps, digital maps and globes</p> <p>Use the eight points of a compass, four-figure grid references, symbols</p>	<p>Locate features and landmarks on large scale maps Follow a route on a large scale map Use satellite images, aerial photographs Investigate places and themes using more than one scale Begin to conduct own research with support Begin to use medium scale land ranger OS maps Identify features on aerial/oblique photographs Describe and understand aspects of human geography including: types of settlement and land use (including Village/town and city structure – distribution and supply), economic activity including trade links, the distribution of natural resources including energy, food, minerals and water, population and demand (linear, dispersed and nucleated)</p>		<p>OS Maps – 6 figure Grid reference</p> <p>Teaching will focus on using the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps of the local area) to build their knowledge of the United Kingdom and the wider world learning to draw scale maps/plans</p>
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				<p>and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</p> <p>Geographical Vocabulary Use some vocabulary specific to subject study Use vocabulary of everyday geographical terms</p> <p>Geographical Knowledge Can recall key facts from the knowledge organiser for each topic quickly and with ease</p>			
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