

Geography Key Milestones and Progression

EYFS	KS1	KS2
<p>Children at the end of EYFS will understand key geographical vocabulary such as place, home, town, weather etc and be able to comment and ask questions about familiar environments as well as describe how they might be different from others.</p> <p>They should show care and concern for the environment and be able to talk about some of the things that they have observed such as animals, plants, natural and found objects.</p> <p>They should know where they live and be able to name some of the places they have visited.</p>	<p>By the end of key stage one, children will have developed knowledge about the world, the United Kingdom and Birmingham. They should understand and be able to use the key geographical vocabulary listed in the progression document.</p> <p>Children should be able to 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.</p> <p>They should be able to name and locate the world's 7 continents and 5 oceans as well as name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children should be able to compare their home environment with another place and be able to use key vocabulary to identify similarities and differences.</p> <p>Children are able to use world maps, atlases and globes, use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Children can 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. As well as use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>By the end of Key stage two, children will be able to 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.</p> <p>A geographer at the end of year 6 will be able to 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. They should then be able to use key geographical vocabulary to recognise similarities and differences between places outside the UK.</p> <p>Children should also be able to 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> <p>Children can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle as well as 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</p> <p>A geographer at the end of key stage two will be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will be able to use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) and will understand how to 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.</p>

Clifton Primary School - Geography Progression of Knowledge and Skills

Curriculum Area	EYFS	Year 1	Year 2
Place and Locational Knowledge	<p>Children know where they live.</p> <p>Children know the names of some places that they have visited. <i>(Countries, cities, towns)</i></p>	<p>Name and locate the five oceans of the world. (Term 2B)</p> <p>Locate the equator, north and south pole on a map.</p> <p>Know where hot and cold countries are in relation to 'poles' and 'equator' on a map.</p> <p>Describe positions using directional language (left, right, straight ahead).</p>	<p>To name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To name and locate the world's seven continents and five oceans</p> <p>To name and locate the northern and southern hemispheres, the equator, and the North and South Poles.</p>
Map Skills	<p>Use play maps and small world equipment for children to create their own environments.</p>	<p>Locate the equator, north and south pole in an atlas and on a globe (age appropriate). (Term 2A)</p> <p>Understand that there can be a variety of maps for different purposes. (Term 1A, Term 1B)</p> <p>Use an atlas to label the four countries of the UK on a map. (Term 1A, Term 2B)</p> <p>Use an atlas to label the capital cities of the UK. (Term 2A, Term 2B)</p> <p>Use simple locational and directional language to describe the location of features and routes on a simple map (e.g. near, far, left and right). (Term 1B)</p> <p>Explore aerial maps. (Term 1B)</p>	<p>Locate the continents and oceans on a map, globe and in an atlas.</p> <p>Locate key human and physical features in the local area on aerial maps (Clifton Primary School, Pickwick Park, City Farm, Brunswick Road).</p> <p>Know some simple features of a map (a compass, a scale and a key).</p> <p>Use a key to locate amenities on a map (campsite, church, hospital, woodland, parking).</p> <p>Know the common symbols for a church, river, road, church, campsite and parking and use these to devise a simple key.</p> <p>Devise a simple map of the school site which includes a title, clear labels, a key and a compass.</p>
Enquiry Skills	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one to another.</p> <p>Children listen to stories to make sense of different environments.</p>	<p>Use resources provided to:</p> <p>Observe how weather can change daily. (Term 1A)</p> <p>Observe how plants can change across the seasons</p> <p>Identify human and physical features within the school grounds. (Term 3B)</p>	<p>Select information from resources provided to:</p> <p>find out the difference between a village, a town and a city</p> <p>explain which island they would prefer to live on (The Shetland Islands & Iqaluit, Canada)</p> <p>find out how the lives of the Yanomami tribe different to our own.</p>

Fieldwork	<p>Children can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Develop an awareness of features of the environment in the setting and immediate local area.</p>	<p>Observe the weather using symbols to record a weather diary. (Term 1A, Term 2B)</p> <p>Record the number of hours of daylight and how this affects daily life.</p> <p>Describe and devise a route using directional language (from school to the old Clifton building). (Term 1B)</p>	<p>Use directional and positional language to describe the location of objects/buildings in the school surroundings.</p> <p>(North, South, East, West, next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than)</p>
Human and Physical Knowledge	<p>Children show care and concern for living things and the environment.</p> <p>Children can identify some of the features of the human and natural world around them.</p> <p><i>(Difference between human features (houses, shops) and physical features (forest, mountains)</i></p>	<p>Understand what an ocean is.</p> <p>Identify different types of weather and the symbols that represent them.</p> <p>Understand how weather relates to seasonal change in the UK. (Term 1A, Term 2B)</p> <p>Know how and why climate influences animal migration (Southern Africa).</p> <p>Recognise how seasons affect day length. (Term 1A)</p> <p>Know the characteristics of a city, town and village. (Term 1B)</p> <p>Sort attractions into human and physical features within our local area.</p>	<p>Explain the difference between human and physical features.</p> <p>To compare the human and physical geography of:</p> <p>Birmingham & Kenya</p> <p>The Shetland Islands & Iqaluit, Canada</p> <p>Moseley, England & Townsville, Australia</p> <p>The Sahara Desert & Antarctica</p> <p>Compare common amenities in cities, towns and villages (shops, road, green spaces, buildings.)</p>
Vocabulary	<p>Home, Place, Plants, Animals, Natural, Found, Town, Weather, Hot, Cold, Soil, Here, There, Near, Far, Season, World, Village, Factory, Countryside, Farm, Hill, Sea, Beach, Shop, Map</p>	<p>Wet, Dry, Hot, Cold, Equator, Weather, Summer, Winter, Autumn, Spring, Seasons, Next to, Nearby, Near, Far, Close to, Behind, In front, Furthest, Closest, Further than, Closer than, Left, Right, Beach, Coast, Ocean, Village, Town, City, Wind, Snow, Rain, Hail, Fog, River, Loch, Mountain, Atlas, Globe, North Pole, South Pole, Weather, diary</p>	<p>Compass, Navigate, City, Town, Village, Locality, Capital city, Island, Continent, Equator, Hemisphere, Vegetation, Valley, Port, Harbour, Coast, Remote, Tribe, Desert, Glacier, Iceberg, Volcano, Research station, Cave, Cyclone, Beach, Cliff, Forest, Hill, Mountain, Ocean, Near, Far, North, East, South, West, Location, Route, Aerial view, Landscape, Environment, Soil</p>

	Year 3	Year 4	Year 5	Year 6
Place and Locational Knowledge	<p>Name and locate some of the world's countries, (Europe, North and South America)</p> <p>Identify the location of the equator and the north/south hemisphere and name some countries within each</p>	<p>Name and locate counties and cities of the United Kingdom</p> <p>Explain the difference between the British Isles, Great Britain and United Kingdom.</p> <p>Name and locate some of the world's most famous volcanoes and the continents that they are on.</p> <p>Locate the Tropic of Cancer and Capricorn</p>	<p>Name and locate many of the world's most famous rivers and mountain ranges and the continents they are on.</p> <p>Name and locate major cities along rivers</p>	<p>Name and locate popular holiday destinations both within the UK and abroad</p> <p>Locate different environmental regions within the UK</p> <p>Name and locate major landmarks in the UK</p> <p>identify lines of latitude and longitude including the Prime/ Greenwich Meridian and time zones (including day and night)</p>
Map Skills	<p>Use an index to search for grid references to locate places in an atlas.</p>	<p>Investigate the differences between atlases and ordinance survey maps.</p> <p>Use 8 points on a compass to describe the location of countries in an atlas.</p> <p>Use grid references in order to describe where places are located.</p> <p>Identify and compare human and physical features of cities, towns and villages using a digital map or an atlas.</p>	<p>Use 4 figure grid references confidently and independently to locate features on a map and in an atlas.</p>	<p>Use ordinance survey symbols and 4-6 figure grid references.</p> <p>Use 8 points on a compass to describe locations.</p> <p>Use digital mapping to locate places and describe features studied</p> <p>Make scaled drawings</p>
Enquiry Skills	<p>Explain why humans are drawn to different settlements.</p> <p>Offer reasons for observations and judgements about places.</p>	<p>understand how some aspects of a region have changed over time</p> <p>understand geographical similarities and differences between a region of the United Kingdom, and a region within South America</p>	<p>Use resources to identify geographical issues affecting people in different places and environments.</p> <p>Explain why most cities are situated by rivers.</p> <p>Understand how key features of the River Cole have changed over time (land use along the river/uses of the river)</p>	<p>Understand the human and physical similarities and differences between one part of the UK and a region of Europe</p> <p>Compare tourism in one part of the UK and in another region of Europe</p> <p>Understand how aspects of a region have changed over time</p> <p>Offer reasons for observations and judgements about places.</p>

Fieldwork	<p>Begin to use the eight points of a compass to describe the location of objects / buildings in the local surroundings.</p> <p>Observe, measure and record human and physical features of the local area.</p> <p>Plan a route on a map.</p>	<p>Collect data using digital technologies and present in graphs.</p>	<p>Observe, measure and record the human and physical features in the local area.</p>	<p>Observe, measure and record the human and physical features in the local area – sketch maps/scaled drawings</p>
Human and Physical Knowledge	<p>Identify key topographical features (including hills, mountains, coasts and rivers) of some areas of the UK</p> <p>Describe some human/physical features of some of Europe’s major cities</p> <p>Describe fair trade as a form of economic activity involved with the distribution of resources</p>	<p>Understand tropical rainforests as a climate zone.</p> <p>Describe and understand the water cycle.</p> <p>Describe and understand the key aspects of volcanos and earthquakes.</p> <p>Understand the role of the rainforest in providing important resources for trade</p>	<p>Describe the land use of an area.</p> <p>Understand why many major cities are located on rivers.</p> <p>Know how rivers erode, transport and deposit materials.</p> <p>Recognise the importance of ports and the role they play in distributing goods around the world</p>	<p>Understand the role that tourism plays in the economy of a country</p> <p>Identify human and physical features of a region of the UK and a region of another country</p>
Vocabulary	<p>Migrate, Immigrant, Population</p> <p>Hemisphere, equator, globe</p> <p>Atlas, index, grid reference, continent, country, city/town/village, capital city</p> <p>human features, physical features</p> <p>European, settlement, community</p> <p>Fieldwork, Sketch, environment</p>	<p>Tropic of Cancer,</p> <p>Tropic of Capricorn, Hemisphere</p> <p>Volcano, Plate Tectonics</p> <p>Plate Boundaries, Crust, Mantle</p> <p>Earthquake, Lava, Magma, Magnitude, Seismometer, Richter Scale , Natural disaster</p> <p>Coastal, Evaporation, Precipitation</p> <p>Biome</p>	<p>River source, River mouth, Estuary</p> <p>Flood plain, Tributary, Confluence</p> <p>Meander, River course, Deposition</p> <p>Erosion, Waterfall, Canyon, Gorge</p> <p>Port, Trade, Transportation, Flood plain, Delta</p>	<p>Latitude, Longitude, Meridien</p> <p>Scale, Urban, Rural, Land Use</p> <p>Time Zone, Economy, Tourism</p>