



Geography Progression of Skills 2022-2023 Chandlers Field Primary School

	Nursery	Reception	Year 1	Year 2	End of Key Stage 1 Expectations
Locational Knowledge	Know that we live in West Molesey in England. Know that there are different countries in the world and talk about their own experiences or what they see in a photograph.	Know that four countries make up the UK and can name at least one other country. Can name the four countries of the UK.	Name and begin to locate the four countries and capital cities of the UK and describe their characteristics. Recognise the different shapes of the seven continents and begin to name them.	Name and locate of the four countries and capital cities of the UK. Locate and name the seven continents on a world map. Locate and name the five seas on a world map.	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
Place Knowledge	Know where they live (house, flat, bungalow). Know some of the features of other homes. Know that different countries have different homes.	Identify similarities and differences between homes in our country. Identify similarities and differences between homes in other countries.	Explore, name and describe features of their immediate environment. Explore similarities and differences with Molesey and places studied.	Explore similarities and differences of Molesey with a town in Kenya.	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
Physical and Human Geography	Talk about what they see in their own environment (school/home) using wide vocabulary. Talk about local environments (their road, park, library West Molesey, River Thames)	Recognise some environments that are different to the one in which they live. Use pictures to compare and contrast environments around the world. Can briefly explain the difference between human and physical features.	Know and name the four seasons in the UK. Talk about weather in the UK and explain their own experiences of weather in different seasons. Know where on a map hot and cold places are and begin to understand the relation of the Equator and North and South Poles. Explain what human and physical features are and begin to identify human and physical features in their immediate locality.	Know hot and cold places in relation to the Equator and the North and South Poles. Know and identify human and physical features using basic vocabulary such as hill, mountain, river, port, town etc. Explain and identify human and physical features in their local area (Molesey).	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: 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



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Geographical Skills and Fieldwork	<p>Know what a map is used for. Identify features on a simple map (trees, house, river, mountain).</p>	<p>Can use maps to locate objects in 'real life'.</p>	<p>Use simple maps and globes to locate continents, some countries and cities. Begin to use computer mapping images (Google Earth) to identify physical features of continents and the countries of the UK. Create a simple map. Begin to use simple compass directions and directional language to describe a route on a map. Use fieldwork to observe and record human and physical features in their school.</p>	<p>Use maps, atlases, globes and computer mapping (Google Earth) to locate continents, oceans and countries and describe features studied. To use aerial photographs and plan perspectives to identify local landmarks. Create a simple map with basic symbols in a key. Use field work to observe and record human and physical features in the local area. Use simple compass directions and directional language to describe the location of features and a route on a map.</p>	<p>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. Use and construct basic symbols in a key. 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>
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	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2 Expectations
Locational Knowledge	<p>To name and locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.</p> <p>To name and locate countries and cities of the UK and begin to identify some geographical counties such as Surrey.</p> <p>To use maps to locate continents and countries of the world, focusing on South America and the UK.</p> <p>To use maps to identify key physical and human characteristics of South America and the UK, including topographical features (hills, mountains, coasts and rivers).</p> <p>To begin to understand that land is used in different ways and identify the main ways in which land in the UK is used.</p>	<p>To name and locate the Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>To use maps to locate countries, capital cities and regions of the world, including- North America and the UK.</p> <p>To use maps to locate and describe key physical and human characteristics of North America and the UK.</p> <p>To name and locate counties and cities of the UK and identify human and physical characteristics of geographical regions.</p> <p>To develop understanding of land use and identify and understand some of the ways this has changed over time, focusing on the UK.</p>	<p>To name and locate the Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>To use maps to locate countries, capital cities and regions of the world, including- Europe (including the location of Russia) and the UK.</p> <p>To use maps to locate and describe key physical and human characteristics of a region of Europe.</p>	<p>To use maps to identify the position of longitude, latitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including day and night).</p> <p>To use maps to locate countries, capital cities and regions of the world.</p> <p>To identify and understand how physical geography can be linked (tectonic plates and volcanoes and earthquakes).</p>	<p>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>



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<p>Place Knowledge</p>	<p>To describe geographical similarities and differences between Molesey and a region in South America (Amazon Rainforest).</p>	<p>To describe geographical similarities and differences between the UK and the USA.</p>	<p>To describe, compare and explain similarities and differences between a mountain region of Europe and the UK. To begin to identify ways in which countries are interconnected. To begin to understand and explain geographical diversity across the world.</p>	<p>To describe, compare and explain how locations are similar and different across the world studying regions from the UK, Europe and North or South America. To develop understanding and explanation of geographical diversity across the world.</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>Physical and Human Geography</p>	<p>To understand and describe some of the land uses of the Amazon Rainforest and consider its geographical impact. To understand and describe key aspects of physical geography, including biomes, climate zones and vegetation belts.</p>	<p>To describe key human and physical geography of regions of the UK and North America. To understand and describe different types of settlements and land use in the UK and identify and describe how some of these have changed over time. To describe and understand key aspects of the water cycle and rivers.</p>	<p>To describe and understand key aspects of physical geography, including mountains. To describe and understand the impact of key human geography including, economic activity, trade links, tourism and the distribution of natural resources including energy, food, materials and water. To describe and understand how the physical geography of a location affects the human activity within a location. To begin to understand the negative and positive impact of the distribution of resources and the affect this has.</p>	<p>To describe and understand key aspects of physical geography, including volcanoes and earthquakes. To describe and understand how the physical geography impacts how humans live within a location.</p>	<p>Describe and understand key aspects of: 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>



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<p>Geographical Skills and Fieldwork</p>	<p>To use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries studied and describe some features. To use a geographical resource (information texts, graphs, images) to give a description of the of a location. Understand and use a widening range of geographical terms and specific topic vocabulary – Equator, Hemisphere, Tropics, region, topographic, climate, biome, vegetation belt.</p>	<p>To use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries studied and describe some features. To use eight points of a compass to describe the location of places. To use fieldwork to observe and measure and record human and physical geography in our local area, including the River Thames and land use. To present fieldwork using sketch maps and graphs. To use a geographical resource (information texts, graphs, images) to give a description of the of a location. Understand and use a widening range of geographical terms e.g. specific topic vocabulary- county, region, state, land use, settlement, river, water cycle.</p>	<p>To use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries studied and describe some features. To use eight points of a compass to describe the location of places. To use four to six figure grid references, symbols and keys. To use Ordnance Survey maps to guild my knowledge of the UK. To use fieldwork to observe and measure and record how the geography of the local area is changing. To present fieldwork using maps with a key and symbols, plans and graphs. To use a few geographical resources (information texts, graphs, images) to give descriptions of the features of a location. Understand and use a widening range of geographical terms e.g. specific topic vocabulary- mountains, resources, distribution, fairness, positive, negative, impact, diversity</p>	<p>To use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries studied and describe some features. To discuss the effectiveness of different geographical representations of locations. To use eight points of a compass to describe the location of places. To use four to six figure grid references, symbols and keys. To ask a geographical question to investigate. To use fieldwork to observe and measure and record how the geography of the local area is changing. To present fieldwork using plans, maps, graphs and digital technologies. To use different geographical resources (information texts, graphs, images) to give detailed descriptions and make comparisons of the features of locations. Understand and use a widening range of geographical terms e.g. specific topic vocabulary- volcano, earthquake, tectonic plates, longitude, latitude, time zone, Prime/Greenwich Meridian.</p>	<p>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. 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>
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