



Hollinswood Primary School and Nursery

Geography Knowledge and Skills
progression grid.

2019-2020

Geography is about developing the knowledge of diverse places, people, resources, and natural and human environments. This equips us to gain a deeper understanding of the Earth's physical and human processes.

Geographical knowledge: Locational knowledge

EYFS	<p>Children know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Skills: Beginning to compare themselves to others in their local environment. (Human geography- R.E. link)</p>	<p>Same, different, family, friend, community, working together, traditions, things that stay the same</p>
Year 1	<p>Knowledge: Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Skills: 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</p>	<p>Africa, North America, Europe, Asia, Australasia, South America, Antarctica. Capital city, map, atlases, aerial photograph, environment, desert, cliff, hill, map. England, Scotland, Northern Ireland, Wales, North, South, East, West, climate</p>
Year 2	<p>Knowledge: Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Skills: 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</p>	<p>Africa, North America, Europe, Asia, Australasia, South America, Antarctica. Capital city, map, atlases, aerial photograph, environment, desert, cliff, hill, map. England, Scotland, Northern Ireland, Wales, North, South, East, West, climate</p> <p>Begin to explain the difference between countries and continents.</p>
Year 3	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Skills:</p>	<p>Africa, North America, Europe, Asia, Australasia, South America, Antarctica. World, earth, globe, aerial photograph, atlas, continent, Europe, Russia, sea, map. Countries, kingdom, culture, different, same, community, traditions (link to cultures in the class).</p>

	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>Skills: Use 4-figure grid references to read maps (reference to countries outside the United Kingdom) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Regions, environment, conditions, regions, major cities, climate, soil conditions</p> <p>Grid references</p>
Year 4	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>Skills: Use 4-figure grid references to read maps (reference to countries outside the United Kingdom) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Africa, North America, Europe, Asia, Australasia, South America, Antarctica. World, earth, globe, aerial photograph, atlas, continent, Europe, Russia, sea, map. Countries, kingdom, culture, different, same, community, traditions (link to cultures in the class). Regions, environmental conditions/regions, major cities, climate, soil conditions, climate zones, impact on global warming, implications of global warming, global warming, northern, southern hemisphere</p> <p>Map, grid references (northings/eastings)</p>
Year 5	<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</p> <p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p>	<p>Africa, North America, Europe, Asia, Australasia, South America, Antarctica, tropics World, earth, globe, aerial photograph, atlas, continent, Europe, sea, map, oceans. Countries, kingdom, culture, different, same, community, traditions (link to cultures in the class). Regions, environmental conditions/regions, major cities, climate, soil conditions, climate zones, impact on global warming,</p>

	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers</p> <p>Skills: Use 4 and introduce 6 figure grid references to read maps Use maps, atlases, globes and digital/computer mapping (Google Earth). Understand how these features have changed over time.</p> <p>Suggestions – Rivers – Carding Mill Valley river study (cycle B) 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>	<p>implications of global warming, global warming, vegetation belts, water cycle, landscape, grid references, deserts/plains,</p> <p>landscape, flooding, rivers, evaporation, flood plain, precipitation meander, ground water, erosion, irrigation</p> <p>Map, grid references (northings/eastings), contour lines, terrain, scale (maps), contours</p>
<p>Year 6</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 Understand the difference between the Northern and Southern hemisphere. Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers</p> <p>Skills: 6 figure grid references. Understand how these features have changed over time.</p> <p>Suggestions – Rivers – Carding Mill Valley river study (cycle B) 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>	<p>Recap- Africa, North America, Europe, Asia, Australasia, South America, Antarctica, tropics World, earth, globe, aerial photograph, atlas, continent, Europe, sea, map, oceans. Countries, kingdom, culture, different, same, community, traditions (link to cultures in the class). Regions, environmental conditions/regions, major cities, climate, soil conditions, climate zones, impact on global warming, implications of global warming, global warming, vegetation belts, water cycle, landscape, grid references, deserts/plains, landscape, flooding, rivers, evaporation, flood plain, precipitation meander, ground water, erosion, irrigation</p> <p>Map, grid references (northings/eastings), contour lines, terrain, scale (maps), contours</p>

Geographical knowledge: Place knowledge

EYFS	Children know about similarities and differences in relation to places, objects, materials and living things.	Left, right, forwards, backwards, above, under, tunnel, roundabout.
Year 1	<p>Begin to understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Skills: Use world maps, atlases and globes to compare and identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	semi-detached, larger, city, beach, forest, sea, soil, port, town, city, seaside, coast
Year 2	<p>Show a more secure understanding the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Skills: Use world maps, atlases and globes to compare and 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</p>	<p>semi-detached, large, city, beach, forest, sea, soil, port, town, city, seaside, coast, cliff, cliff face, aerial view, landscape, environment, terraced, ocean, mountain, valley, hill, river Same as, difference</p> <p>Africa is further south than....</p>
Year 3	<p><u>Cities in UK and Rome</u> Name and locate counties and cities of the UK.</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region in UK and a region in a European country.</p>	<p>semi-detached, large, city, beach, forest, sea, soil, port, town, city, seaside, coast, cliff, cliff face, aerial view, landscape, environment, terraced, ocean, mountain, valley, hill, river. Counties, regions Populations, population density (e.g. It's a city so lots of people live there), major city, capital city, architecture, urban/rural, river/s, industry, compare, same as, similar too, different, difference.</p>

	<p>Skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4 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>	Human and physical features
Year 4	<p><u>Cities in UK and Rome</u> Name and locate counties and cities of the UK.</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region in UK and a region in a European country.</p> <p>Skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4 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>	<p>semi-detached, larger, city, beach, forest, sea, soil, port, town, city, seaside, coast, cliff, cliff face, aerial view, landscape, environment, terraced, ocean, mountain, valley, hill, river.</p> <p>Counties, regions</p> <p>Populations, population density (e.g. It's a city so lots of people live there), major city, capital city, architecture, urban/rural, river/s, industry, contrast, compare, same as, similar too, different, difference, in contrast to</p> <p>Compare human and physical features</p>
Year 5	<p>A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map.</p> <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Skills: Compare a region of the UK with a volcanic region e.g. Identify similarities and differences between this region and a region of the UK.</p>	<p>Biome, climate, environment, sub-continent, development, condensations, evaporation, water cycle, tropics, tropical, grassland, wetland, desert, rainforest, canopy, upper canopy.</p> <p>Identify Maps, atlases, globes, digital mapping, mountain ranges, capitals, river, oceans, equator.</p> <p>Grid references (skills overlap)</p>

	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.	
Year 6	<p>A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.</p> <p>Skills: Compare a region of the UK with a volcanic region e.g. Identify similarities and differences between this region and a region of the UK.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.</p>	<p>Biome, climate, environment, sub-continent, development, condensations, evaporation, water cycle, tropics, tropical, grassland, wetland, desert, rainforest, canopy, upper canopy, equatorial, subterranean, longitude, latitude</p> <p>Identify</p> <p>Maps, atlases, globes, digital mapping, mountain ranges, capitals, river, oceans, equator.</p> <p>Grid references (skills overlap)</p>

Geographical knowledge: Human and physical geography

EYFS	<p>Talk about the features of their own immediate environment and how environments may vary from each other.</p> <p>Skills: 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>	Teacher, caretaker, head teacher, cleaner, police officer, doctor, dentist, map, street, bungalow, school, church, zebra crossing, traffic lights and bridge.
Year 1	<p>Identify the human and physical features of the two localities studied.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>	Teacher, caretaker, head teacher, cleaner, police officer, doctor, dentist, map, street, bungalow, school, church, zebra crossing, traffic lights and bridge.

	<p>Understand geographical similarities and differences through studying the human and physical geography of Telford and Kimili in Kenya.</p> <p>Skills: Use aerial photographs, maps and plan perspectives to recognise landmarks and basic human and physical features. 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>Farm, mountain, river, cliff, river, sea, building, junction, village, house, home, street, wide, narrow, town, city. Human features- man made Physical features- natural</p>
Year 2	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Identify the human and physical features of the two localities studied.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Telford and Kimili in Kenya.</p> <p>Skills: Use aerial photographs, maps and plan perspectives to recognise landmarks and basic human and physical features. 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>Teacher, caretaker, head teacher, cleaner, police officer, doctor, dentist, map, street, bungalow, school, church, zebra crossing, traffic lights and bridge. Farm, mountain, river, cliff, river, sea, building, junction, village, house, home, street, wide, narrow, town, city. Human features- man made Physical features- natural</p>
Year 3	<p>Study of volcanoes – causes, effects etc. Locate places in the world Communicate in different ways Draw diagrams, produce writing and use the correct vocabulary Ask and answer questions about the effects of volcanoes. (Wrekin) Study how human Geography has changed over time.</p> <p>Skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Human features/human geography- man made Physical features natural geography- natural Volcanoes, world, communicate, communication, diagram, cause, effect, volcano, extinct. Settlement, habitats, homes, changes, differences</p>

	<p>Understand how these features have changed over time. Use fieldwork and observational skills to study, 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>	
Year 4	<p>Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How is that different today?</p> <p>Skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe human features studied. Understand how these features have changed over time.</p>	<p>Volcanoes, world, communicate, communication, diagram, cause, effect, volcano, extinct. Settlement, habitats, homes, changes, differences See history skills grid r.e. chronology</p>
Year 5	<p>Rivers and the water cycle including transpiration: Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. (Ironbridge) Research and discuss how water affects the environment, settlement, environmental change and sustainability. Human geography including trade between UK and Europe and ROW.</p> <p>Fair/unfair distribution of resources (Fairtrade): Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a seasoned discussion. Generate solutions and promote ethically sound trade.</p> <p>Skills:</p>	<p>River, erosion, deposition, pollution, plastic pollution, process, transportation, water cycle, evaporation, trade, impact, affects/effects, environment, tsunamis, natural disasters, damage, population density, impact on population, primary sources (link to history)</p> <p>Settlement (link to 3/4) Human geography, physical geography, sustainability, Fairtrade, trade links, world, globe, discuss, debate, deforestation</p>

	<p>Use fieldwork and observation skills to study, 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> <p>Understand 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>	
Year 6	<p>Earthquakes/natural disasters – floods, tsunamis: Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Study of Modern land and settlements pre and post war compared to modern day; compare and reflect. Draw conclusions and develop informed reasons for the changes.</p> <p>Skills: Use maps, atlases, globes, digital/computer mapping and other primary sources to locate countries and describe key physical features. Understand how these features have changed over time. Understand 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>River, erosion, deposition, pollution, plastic pollution, process, transportation, water cycle, evaporation, trade, impact, affects/effects, environment, tsunamis, natural disasters, damage, economic impact, population density, impact on population, primary sources (link to history)</p> <p>Settlement (link to 3/4) Human geography, physical geography, sustainability, Fairtrade, trade links, world, globe, discuss, debate.</p>

Geographical skills

EYFS	Children make observations of animals and plants and explain why some things occur and talk about changes.	Street, house, bungalow, school, church, zebra, crossing, traffic lights, map, left, right, forwards, backwards, above, under tunnel and roundabout
Year 1	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human	Map, sketch, draw, human/physical features, school, school grounds, note-taking, building

	<p>and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations.</p>	<p>School, school grounds, road, roundabout, building, junction, village, house, home, street, wide, narrow, town. Human features- man made Physical features- natural Begin compass, north, east, south, west Map /understand simple key</p>
Year 2	<p>Fieldwork to develop knowledge and understanding of the school and local area. 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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops.</p>	<p>Teacher, caretaker, head teacher, cleaner, police officer, doctor, dentist, map, street, bungalow, school, church, zebra crossing, traffic lights and bridge. School, school grounds, road, roundabout, building, junction, village, house, home, street, wide, narrow, town. Human features- man made Physical features- natural Fieldwork, local area, compass, north, east, south, west Map/create simple key</p>
Year 3	<p>Understand the 8 compass points and use them to explain/identify points on a map. Fieldwork project: Plan a tour Map/ plan of the school and the main geographical features you would see identified, with a key. Take digital photographs Undertake environmental surveys Recording a changes and observations using a method of choice</p>	<p>Eight points of the compass, explain, identify, north, east, south, west, north east/west, south east/west Fieldwork, plan, map, sketch, note-take, main human/physical features, use and understand a key on maps, take digital photographs, undertake, environment, local environment, survey, discover, tally, diagram, landscape.</p>
Year 4	<p>Children begin to experiment with and understand 4 figure grid references on maps. Fieldwork study – 2 weeks: Design questions and studies to conduct in the local area. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Undertake surveys. Conduct investigations. Classify buildings. Use recognized symbols to mark out local areas of interest on own maps. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an</p>	<p>Eight points of the compass, explain, identify, north, east, south, west, north east/west, south east/west. Begin northings/eastings Fieldwork, plan, map, sketch, note-take, main human/physical features, use and understand a key on maps, take digital photographs, undertake, environment, local environment, survey, discover, tally, diagram, landscape. Undertake surveyys, investigate, collect data, draw conclusions, present data.</p>

	appropriate way using keys to make data clear. Draw conclusions from the data.	
Year 5	<p>Look for evidence of past river use by visiting the locations. Make field notes/observational notes about land/river features. Visit a river, locate and explain the features. Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times. Study pictures of rivers past and present and to compare and contrast. (River Severn focus) Select a method to present the differences in transport in the area today. Record measurement of river width/depth.</p> <p>Fieldwork/ traffic survey: Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions e.g. how is traffic controlled? What are the main problems? Undertake a street/ noise survey of the local road/ high street Undertake a general survey of the local road/ high street: Form and develop opinions e.g. Do the pupils like/ dislike the road/ street</p> <p>6 figure grid references</p>	<p>See history skills grid (chronology) Observe, valley, import, export, distribution, transport, natural resources, river, tributary, estuary,</p> <p>Eight points of the compass, explain, identify, north, east, south, west, north east/west, south east/west. Begin northings/eastings</p> <p>Fieldwork, plan, map, sketch, note-take, main human/physical features, use and understand a key on maps, take digital photographs, undertake, environment, local environment, survey, discover, tally, diagram, landscape. Undertake surveys, investigate, collect data, draw conclusions, present data.</p> <p>Eight points of the compass, explain, identify, north, east, south, west, north east/west, south east/west. Northings/eastings</p> <p>Fieldwork, plan, map, sketch, note-take, main human/physical features, use and understand a key on maps, take digital photographs, undertake, environment, local environment, survey, discover, tally, diagram, landscape.</p>
Year 6	<p>Look for evidence of past river use by visiting the locations. Make field notes/observational notes about land/river features.</p>	<p>Observe, valley, import, export, distribution, transport, natural resources, river, tributary, estuary,</p>

	<p>Visit a river, locate and explain the features. Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times. Study pictures of rivers past and present and to compare and contrast. (River Severn focus) Select a method to present the differences in transport in the area today. Record measurement of river width/depth.</p> <p>Fieldwork/ traffic survey: Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions e.g. how is traffic controlled? What are the main problems? Undertake a street/ noise survey of the local road/ high street Undertake a general survey of the local road/ high street: Form and develop opinions e.g. Do the pupils like/ dislike the road/ street</p> <p>6 figure grid references</p>	<p>Eight points of the compass, explain, identify, north, east, south, west, north east/west, south east/west. Northings/eastings</p> <p>Fieldwork, plan, map, sketch, note-take, main human/physical features, use and understand a key on maps, take digital photographs, undertake, environment, local environment, survey, discover, tally, diagram, landscape. Undertake surveys, investigate, collect data, draw conclusions, present data.</p>
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Enquiry

EYFS	I can begin to answer questions	Where is the cloakroom? Where is the field/playground etc? What is our school like?
Year 1	I can respond appropriately to enquire and question.	Children begin to ask simple questions about where we are. What/when/where....?

Year 2	Create enquires with some adult support that can be investigated.	Why/what/where/when? Maps/survey/investigate/enquire/discover
Year 3	Create and begin to investigate enquires independently.	Research, source- primary- secondary investigate enquire discover maps surveys
Year 4	Children can design increasingly complex enquires that draw upon taught vocabulary.	Why did _____ choose to settle here? Research, source- primary- secondary investigate enquire discover maps surveys
Year 5	Children can design increasingly complex questions that begin to take the form of a case study. E.g. Why do settlements appear on the River Severn and what do they look like?	Secure understanding of → Research, source- primary- secondary maps surveys investigate enquire discover
Year 6	Children can design increasingly complex questions that begin to take the form of a case study. E.g. Why do settlements appear on the River Severn and how have they changed over time?	Secure understanding of → Research, source- primary- secondary maps surveys investigate enquire discover