Care Federation Schools – Sparhawk Infant and Nursery School Geography Skills Progression			
	Reception	**KS1**	
Curriculum	ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • 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.	Locational knowledge • 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 UK and its surrounding seas Place knowledge • 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 Human and physical geography • 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 Geographical skills and fieldwork • 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 • 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.	
Coverage	**A Reception Geographer can:**	**A Year 1 Geographer can:**	**A Year 2 Geographer can:**
Locational Knowledge	Make observations about their local environment	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.

Place Knowledge	Talk about similarities and differences between about their local environment and others	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 Use developing language and skills as outlined below	Understand and be able to talk about and explain relevant 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. Use developing language and skills as outlined below
Human and Physical Geography	Comment on the appearance of plants and animals from different places Recognise human impact on the place where they live	Identify seasonal and daily weather patterns in the United Kingdom. Identify 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: forest, hill, mountain, soil, valley, vegetation, -key human features, including: city, town, village, shop, farm, house.	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river, vegetation, season and weather key human features, including: factory, farm, house, office, port, harbour.
Geographical Skills and Fieldwork	Know ways to help to maintain the place where they live	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds Use locational and directional language near, far, left and right	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use simple fieldwork and observational skills to study the geography of the schools surrounding environment. 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. 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.

Federation of Spixworth Schools Geography Skills Progression				
	KS2			
Curriculum	Locational knowledge • 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) 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, and a region within North or South America Human and physical geography 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 Geographical skills and fieldwork • 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.			
Coverage	**A Year 3 Geographer can:**	**A Year 4 Geographer can:**	**A Year 5 Geographer can:**	**A Year 6 Geographer can:**
Locational Knowledge	Have begun to make simple links with locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant human features. Can confidently use a range of maps and images. Can locate and describe countries in KS2 curriculum. Can confidently use the four points of a compass.	Have begun to develop a framework if locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant human features. Can confidently use globes, atlases and aerial photographs. Can locate and describe countries in KS2 curriculum. Can confidently use the 8 points of a compass to give and follow directions. Can use four-figure grid	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. Can confidently use an atlas including the contents page and index. Can locate and describe countries in KS2 curriculum. Can confidently use the 8 points of a compass. Can accurately use 4-figure grid references and attempt 6-figure grid references. Can draw a	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Can confidently use a range of maps, atlases, images, globes and digital mapping. Can locate and describe countries in KS2 curriculum. Can confidently and

	Can use letter and number co-ordinates to locate features on a map. Can draw a simple map of a known route using OS symbols. Can ask geographical questions and express opinions.	references to locate features on a map. Can draw an accurate map of a short route using OS symbols. Can ask geographical questions and express opinions relating to issues.	sketch map using OS symbols and a key. Can ask geographical questions and express opinions from a range of viewpoints.	accurately use the eight points of a compass. Can accurately use 6-figure grid references. Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. Can ask geographical questions and explain opinions from different points of view.
Place Knowledge	Can investigate places and environments by asking and responding to simple questions, making observations and using sources such as maps, atlases, globes, images and aerial photographs. Can express their opinions and recognise that others may think differently.	Can investigate places and environments independently by asking and responding to simple questions, making observations and using sources such as maps, atlases, globes, images and aerial photographs. Can express their opinions and recognise that others may think differently.	Can carry out investigations using different geographical questions, skills and sources of information including maps, graphs and images. Can express and simply explain their opinions and recognise why others may have a different point of view.	Can carry out investigations using different geographical questions, skills and sources of information including maps, graphs and images. Can express and explain their opinions with evidence and recognise and explain why others may have a different point of view.
Human and Physical Geography	Can interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surrounding, including human and physical features and patters. Can explore how places change and can make some links between people and environments. They can begin to compare places and understand simple reasons for similarities and differences.	Can demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surrounding, including human and physical features and patters. Can explore how places change and can make some links between people and environments; they can understand some reasons for similarities and differences	Can understand what a number of places are like – how they are similar and different – and why they are changing. Can identify patterns in human and physical geography that lead to change and explore some of the conditions that influences this change. Can show simple understanding of the links between places, people and environments	Can understand in some details what a number of places are like – how they are similar and different – and why they are changing. Can identify patterns in human and physical geography that lead to change and explore some of the conditions that influences this change. Can show understanding of the links between places, people and environments.
Geographical Skills and Fieldwork	Can make links to different observations in the local area. Can use a camera or audio to gather data. Can draw a sketch map with simple annotations of human and physical features. Can ask questions. Can measure	Can make clear links between different observations in the local area. Can use a camera and locate labelled photographs on a map. Can draw a sketch map using relative sizes and with clear annotations about human and physical features. Can	Can make clearly explained links. Can use a camera and locate annotated photographs on a map. Can draw a sketch map using relative sizes and with clear annotations about human and physical features. Can devise and ask questions, making notes about answers	Can make clearly explained links to identify patterns. Can use a camera and locate annotated photographs on a map. Can draw a sketch map using relative sizes and with clear annotations about human and physical features. Can

	and record data. Can identify benefits and limitations of data collection. Can reach a conclusion.	devise simple geographical questions. Can measure using simple instruments and record more than one aspect at once. Can present data and reach a thoroughly described and simply explained conclusion	and explore why people may have different points of view. Can measure human and physical features. Can simply justify data collection methods. Can independently present data and findings. Can reach a described and explained conclusion backed up with evidence.	devise and ask questions, making notes about answers and explore why people may have different points of view. Can measure human and physical features. Can confidently justify data collection methods. Can independently present data and findings. Can reach a described and explained conclusion backed up with data and evidence.