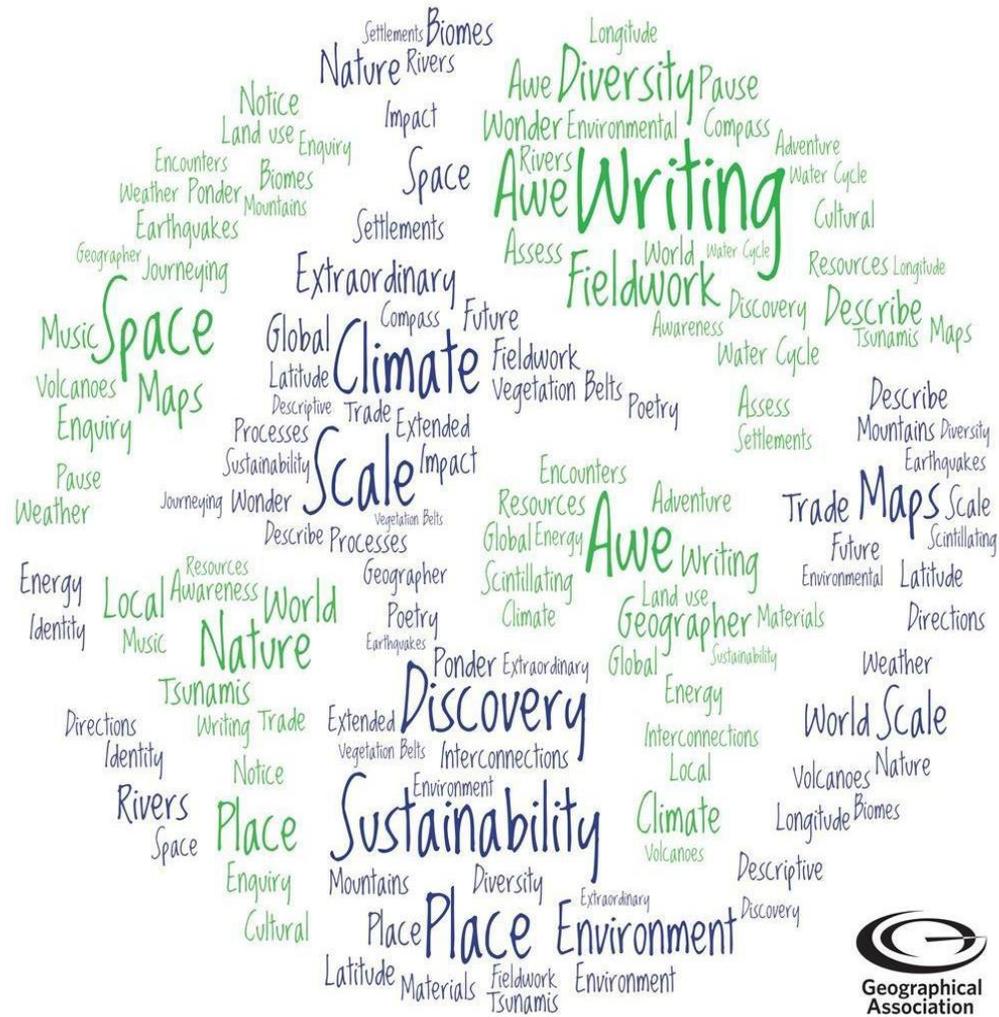


Westfield Primary School

Progression of Knowledge and Skills for Geography



KNOWLEDGE

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Location Knowledge</p> <p>(Location skills - locate)</p>	<p>Talk about what they see using a wide vocabulary.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p><i>Model the vocabulary needed to name specific features of the world, both natural and made by people.</i></p> <p><i>Share non-fiction texts that offer an insight into contrasting environments.</i></p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name the countries and capital cities of the UK.</p> <p>Name the country that they live in.</p> <p>Describe the locality and name the towns and cities close by (Warrington, Widnes, Frodsham and Liverpool).</p>	<p>Name and locate the five oceans and seven continents on a world map.</p> <p>Name and locate the seas surrounding the UK.</p> <p>Name and locate the North, South Poles and the Equator.</p> <p>I can recall a country that is close to the equator.</p> <p>Identify the location of hot and cold places in the world in relation to the Equator and the North and South poles.</p>	<p>Name the counties and cities of the UK.</p> <p>Understand what a capital city is.</p> <p>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>Describe the location of a country using its continent and relation to the equator.</p>	<p>Name and locate the major countries in Europe (including Russia) and their capital cities.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p>	<p>To know the name of many countries and major cities in the area of the world studied (Europe or North/South America.)</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To be able to identify and locate the counties, cities and towns of the United Kingdom.</p> <p>Identify the position and significance of latitude / longitude and the Greenwich Meridian (time zones).</p> <p>Explain how time zones work.</p>	<p>Locate Runcorn and understand its position in relation to the rest of the UK. Settlement, economic, climate zone, land use, rivers.</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p>To locate a country, and identify its continent.</p>

<p>Place Knowledge (Geographical similarities and differences)</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p><i>Children learn about places in the world that contrast with locations they know well.</i></p> <p><i>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</i></p> <p><i>Listen to what children say about what they see.</i></p> <p><i>Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</i></p>	<p>Identify similarities and differences between a contrasting country and a small area of the UK (Runcorn).</p> <p>To know that life elsewhere in the world is often different to ours.</p> <p>To know that life elsewhere in the world often has similarities to ours.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p> <p>Identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.</p>	<p>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p> <p>Talk about the way seasonal weather in an equatorial/polar region is different to the weather in the United Kingdom.</p>	<p>Identify geographical features of each continent.</p> <p>Identify similarities and differences between different countries.</p> <p>Compare the journey and uses of a river in another country to the River Mersey.</p>	<p>To be able to identify and compare two European (including Russia) countries and capital cities, looking at their main environmental region and key physical and human characteristics.</p> <p>To know some similarities and differences between the UK and a European mountain region.</p> <p>To explore life in contrasting areas.</p>	<p>Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied.</p> <p><i>Understand geographical similarities and differences through the study of the human and physical geography within North America.</i></p> <p>To compare a region in the UK with a region in North America.</p> <p>Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth.</p>	<p>Understand the importance of the Amazon rainforest.</p> <p>Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement.</p> <p>Confidently use longitude and latitude and associated vocabulary.</p>
<p>Human and Physical Geography</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><i>Guide children's understanding by drawing children's attention to the</i></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and their locality.</p> <p>To be able to identify human and physical features and characteristics of the countries of the UK.</p> <p>Find out about ways in which the weather during each season in equatorial and polar regions differs from the</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Name and locate human and physical features of a British beach/coastline.</p> <p>Use basic geographical vocabulary to refer to key human features of the locality and</p>	<p>To know the key features of a river.</p> <p>Explain how changes in land will affect people and the environment in different ways.</p> <p>Use a variety of sources to identify human and physical features in a particular country.</p> <p><i>Identify features of a coastline and describe how physical</i></p>	<p>To find out about the human and physical features of a European country.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p>	<p>Describe key aspects of the human geography of North America including - types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><i>To find out about the hills and mountains of the UK.</i></p>	<p>Explore economic activity, settlements and climate zones as part of a local area study of Runcorn.</p> <p>Explain the differences between a mountain and a hill linked to a local area study of Runcorn.</p> <p>Use geographical vocabulary to refer to key physical features of South America</p>

<p><i>weather and seasonal features.</i></p> <p><i>Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</i></p> <p><i>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</i></p> <p><i>Look for children incorporating their understanding of the seasons and weather in their play</i></p>	<p>weather in the United Kingdom.</p> <p>Explore the landscapes of a contrasting country. E.g China</p> <p>Use basic geographical vocabulary to refer to key physical features including - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features and link this to the local area: (Runcorn town, ICI factory, farm, Mersey Gateway bridge, Silver Jubilee bridge, Bridgewater Canal, Wigg Island, Norton Priory, house, office, industrial park, community gardens, Runcorn shopping city and Runcorn town hall).</p>	<p>beyond: Silver Jubilee Bridge, Mersey Gateway Bridge, canal, school, houses, shopping city, church, train station, etc</p> <p>Use and understand basic geographical vocabulary to describe key physical features of the locality and beyond: River Mersey, Runcorn Hill, forest, woodland, river bank, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</p>	<p><i>geography (caves, stacks and arches) are formed along coasts.</i></p> <p><i>Identify and explain different strategies for coastal management. Explain how human activity can cause erosion.</i></p> <p><i>Use sources to research a coastline in the UK and present my findings.</i></p> <p>To find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries.</p>	<p>Explaining why different locations have different human features.</p> <p>To know an urban place is somewhere near a town or city.</p> <p>To know a rural place is somewhere near the countryside.</p>	<p>Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape.</p>	<p>including - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major countries and cities in South America.</p> <p>Explore water on our planet (bodies of water and different forms around the world).</p> <p>Explore how water can be used for power to contribute to a sustainable future.</p>
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SKILLS							
	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Fieldwork and observation</p>	<p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p><i>Encourage focused observation of the natural world.</i></p> <p><i>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</i></p> <p><i>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</i></p>	<p>I use first hand observation to investigate places – the school grounds, the streets around and the local area.</p> <p>Explore the town we live in. (Runcorn). Study and record the key human and physical features of the surrounding environment of my school.</p> <p>Observe different houses and buildings around the school.</p> <p>Record seasonal changes in words, data, photographs, etc.</p> <p>Use simple fieldwork/observational skills to study the local area of Runcorn to compare to images of a contrasting place.</p> <p>I can use mathematical vocabulary to describe position and location.</p>	<p>Use simple fieldwork and observational skills to study the geography of our school and surroundings.</p> <p>Study key physical features such as taking temperature readings in the locality.</p> <p>Ask questions about a local area to answer during a fieldwork visit.</p> <p>Recognise and record different types of land use, buildings and environments.</p> <p>Use 4 compass points to describe location of the cities, e.g. Cardiff is west of London, Edinburgh is north, etc.</p>	<p>Understand how land use has changed over time.</p> <p>Observe and record landscape features in the Northwest using sketch maps and digital technologies.</p> <p>Ask geographical questions.</p> <p>Use a simple database to present findings from fieldwork.</p> <p>Record findings from field trips.</p> <p>Use a database to present findings.</p> <p>Use appropriate terminology.</p>	<p>Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate.</p> <p>Observe / record and describe the location of features in relation to each other in terms of the 8 compass points.</p> <p>Ask geographical questions.</p> <p>Use a simple database to present findings from fieldwork.</p> <p>Record findings from field trips.</p> <p>Use a database to present findings.</p> <p>Use appropriate terminology.</p>	<p>I can collect, analyse & communicate with a range of data gathered in experiences of fieldwork to show I understand some geographical processes.</p> <p>Can use atlases, satellite images, aerial views and digital mapping to describe the key physical and human characteristics, e.g. different environmental regions of a place studied.</p> <p>Use a compass to observe and record human/physical features in all 8 compass directions and produce a sketch map of the area based on the observations.</p>	<p>Use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies.</p> <p>Carry out a local site visit along and collect information about vegetation and wildlife.</p> <p>Investigate and explore a local body of water.</p> <p>Confidently use OS symbols and 6 figure grid references on maps of Runcorn to describe what a place is like before it is visited in person.</p>
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<p>Mapwork: Using maps, globes and atlases</p>	<p><i>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</i></p>	<p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features.</p> <p>Use photographs and maps to identify features.</p>	<p>Follow a route on a map.</p> <p>Use simple compass directions (North, South, East, West).</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph).</p> <p>Use and construct basic symbols in a key.</p>	<p>Follow a route on a map with some accuracy.</p> <p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</p> <p>Try to make a map of a short route experiences, with features in current order.</p> <p>Create a simple scale drawing.</p> <p>Use standard symbols, and understand the importance of a key.</p>	<p>Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map.</p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important.</p> <p>Draw a sketch map from a high viewpoint.</p>	<p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use and recognise OS map symbols regularly.</p>	<p>Follow a short route on a OS map</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps.</p> <p>Draw plans of increasing complexity.</p> <p>Begin to use and recognise atlas symbols.</p>
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<p>Mapwork: Mapwork Skills</p>	<p>Draw information from a simple map</p> <p><i>Familiarise children with the name of the road, and or village/town/city the school is located in.</i></p> <p><i>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</i></p> <p><i>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</i></p>	<p>Use world maps, atlases and globes to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Find information from aerial photos and Study the key physical features of the surrounding environment of my school.</p>	<p>Locate on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.</p> <p>Locate local towns and cities on a map. (Runcorn, Warrington, Widnes, Frodsham, Liverpool)</p>	<p>Locate the UK on a variety of different scale maps.</p> <p>Locate the counties and cities of the UK.</p> <p>Locate the UK on a variety of different scale maps.</p> <p>Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including: cities, rivers, mountains, hills, key topographical features, land-use patterns.</p> <p>Use maps, digital / computer mapping and aerial photographs to locate physical and human features in the local area and wider world.</p> <p><i>Locate coasts on a map of the UK.</i></p>	<p>Locate Europe on a large scale map or globe.</p> <p>Locate countries in Europe (including Russia) and their capital cities.</p> <p>To be able to locate a country and its capital city on a map and to investigate (rivers, climate, mountains).</p> <p>Identify the position and significance of the Equator and Northern and Southern Hemispheres.</p> <p>Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including: cities, rivers, mountains, hills, key topographical features, land-use patterns.</p>	<p>Locate the world's countries, focus on North & South America.</p> <p>Identify the position and significance of lines of longitude & latitude.</p> <p>To explore the various time zones of North America and how these compare to other time zones around the world.</p> <p><i>Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move.</i></p>	<p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p>Identify the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.</p>
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