



# Lapford Community Primary School

## Geography Knowledge and Skills Progression

LOCATIONAL AND PLACE KNOWLEDGE (NATIONAL CURRICULUM)			
ROBINS (Nursery/ Reception)	SKYLARKS (Year 1 and 2)	KINGFISHERS (Yrs 3, 4 and 5)	YEAR 6
<p><b>Nursery</b></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 simple questions about 'who', 'what' and 'where'</p> <p><b>Reception</b></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Engage in non-fiction books.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</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.</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>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>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</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.</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>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>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</p>

		country, and a region within North or South America.	country, and a region within North or South America.
SKILLS PROGRESSION – LOCATIONAL AND PLACE KNOWLEDGE			
<p><b>By the end of Nursery:</b></p> <p>I can use books or pictures to help me talk about different places in the world, including hot and cold countries.</p> <p>I can answer simple questions about “what”, “who” and “where.”</p> <p><b>By the end of Reception:</b></p> <p>Using fiction and non fiction books, I can talk about some of the differences between places in the world.</p> <p>I can talk about how life might be different for a child in a contrasting country.</p> <p>I can read a simple map.</p> <p>I can talk about what is land and what is the oceans on a map and globe.</p> <p>I can say the name of the village where I live.</p>	<p>I can name the village and the country that I live in.</p> <p>I can name and locate the seven continents of the world.</p> <p>I can name and locate the five oceans of the world.</p> <p>I can name and locate the four countries of the United Kingdom.</p> <p>I can name the four capital cities of the United Kingdom.</p> <p>I can discuss the geographical similarities and differences between a small area of the United Kingdom and a small area in a contrasting non-European country.</p>	<p>I can locate countries in Europe, North and South America on a map.</p> <p>I can locate cities of the United Kingdom and I am beginning to identify counties.</p> <p>I can 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.</p> <p>I can identify aspects of physical and human geography that have changed over time.</p> <p>I can talk about some of the geographical similarities and differences between a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>I can confidently locate countries of the world on a map.</p> <p>I can confidently locate some counties and cities of the United Kingdom.</p> <p>I can confidently 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.</p> <p>I can confidently identify how aspects of the physical and human geography have changed over time, including in our local area.</p>

## HUMAN AND PHYSICAL GEOGRAPHY (NATIONAL CURRICULUM)

ROBINS (Nursery/ Reception)	SKYLARKS (Year 1 and 2)	KINGFISHERS (Yrs 3, 4 and 5)	YEAR 6
<p>Nursery</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understand simple questions about 'who', 'what' and 'where'</p> <p>Reception</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>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.</p> <p>Engage in non-fiction books.</p>	<p>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>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</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.</p> <p>Describe and understand key aspects of human geography such as: 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>Confidently describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Confidently describe and understand key aspects of human geography such as: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
SKILLS PROGRESSION – HUMAN AND PHYSICAL GEOGRAPHY			
<p><b>By the end of Nursery:</b></p> <p>I can use my senses to explore the world</p>	<p>I can talk about the four seasons and changes that happen.</p>	<p>I can discuss and explain climate zones.</p> <p>I can name and describe biomes and</p>	<p>I confidently discuss and explain climate zones, giving examples.</p>

<p>around me.</p> <p>I can talk about what I can see and feel, in the environment and in books and pictures.</p> <p>I can understand and answer simple questions about 'what' and 'where'.</p> <p><b>By the end of Reception:</b></p> <p>I can talk about the differences between contrasting environments, such as weather, animals who live there and natural features.</p> <p>I can talk about some seasonal changes I have observed.</p> <p>I can use fiction and non fiction books to help me discuss different countries.</p> <p>I can name some basic natural features such as seas, mountains and forests.</p> <p>I can name some basic human features such as houses, churches and schools.</p>	<p>I can discuss daily weather patterns in the UK.</p> <p>I can name and discuss hot and cold places in the world such as the North and South Poles and locate them using a globe or map, in relation to the equator.</p> <p>I can explain the difference between a human and physical feature.</p> <p>I can use a range of given vocabulary to describe human and physical features.</p>	<p>vegetation belts.</p> <p>I know the names of some key rivers, mountains and volcanoes.</p> <p>I can explain natural phenomena such as volcanoes and earthquakes.</p> <p>I can explain the water cycle.</p> <p>I can talk about types of settlement and land use.</p> <p>I can describe economic activity including trade links and talk about how natural resources such as energy, food, minerals and water are distributed.</p> <p>I can identify key physical characteristics and key topographical features of regions of different countries, including hills, mountains, coasts and rivers.</p> <p>I can discuss land-use patterns, and how some of these aspects have changed over time.</p>	<p>I confidently name and describe biomes and vegetation belts.</p> <p>I know the names of some key rivers, mountains and volcanoes.</p> <p>I confidently explain natural phenomena such as volcanoes and earthquakes, giving examples.</p> <p>I can explain and draw a diagram of the water cycle.</p> <p>I can talk about types of settlement and land use, including some examples from my local area.</p> <p>I can describe economic activity including trade links and talk about how natural resources such as energy, food, minerals and water are distributed.</p>
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<b>GEOGRAPHICAL SKILLS AND FIELDWORK (NATIONAL CURRICULUM)</b>			
<b>ROBINS (Nursery/ Reception)</b>	<b>SKYLARKS (Year 1 and 2)</b>	<b>KINGFISHERS (Yrs 3, 4 and 5)</b>	<b>YEAR 6</b>
<p><b>0-3</b></p> <p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</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.</p> <p>Use simple compass directions (North,</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>

<p><b>3-4</b> Use all their senses in hands-on exploration of natural materials.</p> <p>Understand simple questions about 'who', 'what' and 'where'</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Reception</b> Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Engage in non-fiction books.</p> <p><b>ELG</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>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>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>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>to build their knowledge of the United Kingdom and the wider world.</p> <p>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>to build their knowledge of the United Kingdom and the wider world.</p> <p>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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Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;			
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**SKILLS PROGRESSION - GEOGRAPHICAL SKILLS AND FIELDWORK**

<p><b>By the end of Nursery:</b></p> <p>I can use my senses to explore natural phenomena in the local environment and on trips.</p> <p>I can talk about places that I go and describe what I see and feel.</p> <p>I can describe a familiar route.</p> <p>I can talk about routes or locations using some positional language, eg. 'behind' or 'in front'.</p> <p><b>By the end of Reception:</b></p> <p>I can confidently explore the world around me, talking about some of its natural and man made features.</p> <p>I can read a simple map.</p> <p>I use stories, atlases and google earth to develop an understanding that there are other contrasting places in the world.</p> <p>I can describe some of the differences between these contrasting places.</p>	<p>I can use maps, atlases and globes confidently to identify studied regions.</p> <p>I can use simple compass directions.</p> <p>I can recognize landmarks.</p> <p>I can devise a simple map with basic symbols in a key</p>	<p>I can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass.</p> <p>I can use four figure grid references.</p> <p>I begin to use six figure grid references more accurately.</p> <p>I can use symbols and key (including the use of Ordnance Survey Maps).</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketching maps, plans and graphs, and using digital technologies.</p>	<p>I can find a range of countries, continents and oceans using atlases, maps and digital maps, describing their features</p> <p>I can use the eight points of a compass.</p> <p>I can read six-figure grid references, symbols and keys on a map.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using these methods: sketching maps, plans and graphs, and using digital technologies.</p>
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