



Braishfield Primary School Progression of skills in Geography for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork		<ul style="list-style-type: none"> 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 (e.g.: near and far, left and right) to describe the location of features and routes on a map Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; Use simple fieldwork and observational skills to study the geography of their school and its grounds environment 		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four 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 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her 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>Can make simple observations.</p> <p>Can use a photo, video or audio taken by an adult as evidence of what they have seen.</p> <p>Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments.</p> <p>Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment.</p>	<p>Can make detailed observations</p> <p>Can use a camera, video or audio to gather evidence of what they have seen</p> <p>Can draw a sketch map with labels showing key features of the school, its grounds and surrounding environments</p> <p>Can ask trusted and familiar adults questions about the school, its grounds and surrounding environments</p> <p>Can measure using a guided tally and standard units such as minutes and metres</p> <p>Can present findings simply using maps and graphs</p> <p>Can reach a simply described conclusion to the fieldwork question or prediction</p>	<p>Can make links to different observations in the local area.</p> <p>Can use a camera, video or audio to gather appropriate data.</p> <p>Can draw a sketch map with simple annotations showing human and physical features of the local area.</p> <p>Can confidently ask questions to a range of people.</p> <p>Can measure accurately using a tally and standard units.</p> <p>Can identify benefits and limitations of data collection methods.</p> <p>Can present data and findings simply using maps, graphs and digital technologies.</p> <p>Can reach a thoroughly described conclusion to the fieldwork question or prediction</p>	<p>Can make clear links between different observations in the local area.</p> <p>Can use a camera and locate labelled photos on a map</p> <p>Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</p> <p>Can devise and ask questions using geographical vocabulary to recognise that others may think differently</p> <p>Can measure using simple instruments, digital technologies and can measure more than one aspect at once</p> <p>Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion.</p> <p>Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction</p>	<p>Can make clearly explained links between observations in the local area.</p> <p>Can use a camera and locate annotated photos on a map.</p> <p>Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</p> <p>Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.</p> <p>Can measure human and physical features in the local area using a range of appropriate instruments.</p> <p>Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</p> <p>Can reach a describe and explained conclusion to the fieldwork question or prediction that is backed up with evidence</p>	<p>Can make clearly explained links between observations in the local area and the wider world to identify patterns</p> <p>Can use a camera and locate annotated photos on a map</p> <p>Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</p> <p>Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view</p> <p>Can accurately measure human and physical features in the local area using a range of appropriate instruments</p> <p>Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion</p> <p>Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence</p>
Locational knowledge		<p>➢ Understand how some places are linked to other places e.g. roads, trains</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</p> <p>➢ Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>➢ Identify where countries are within the UK and the key topographical features</p> <p>➢ Name and locate the cities of the UK</p>	<p>➢ Demonstrate knowledge of features about places around him/her and beyond the UK</p> <p>➢ Recognise that people have differing qualities of life living in different locations and environments</p> <p>➢ Know how the locality is set within a wider geographical context</p>	<p>➢ Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</p> <p>➢ Identify where countries are within Europe, including Russia</p> <p>➢ Know about the wider context of places e.g. county, region, country</p> <p>➢ Know and describe where a variety of places are in relation to physical and human features</p> <ul style="list-style-type: none"> Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent 	<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>Human and physical</p>		<p>➤ Describe seasonal weather changes Name some human and physical features in the local environment</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 ➤ 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 ➤ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>➤ Identify physical and human features of the locality ➤ Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, volcanoes and earthquakes,</p>	<p>➤ Describe human features of the UK regions, cities and/or counties ➤ Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, volcanoes and earthquakes,</p>	<p>➤ Describe and understand key aspects of physical geography: rivers, mountains and the water cycle ➤ Describe and 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>➤ Describe and understand key aspects of physical geography: rivers, mountains and the water cycle ➤ Describe and 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>Place Knowledge</p>		<p>➤ Name, describe and compare familiar places ➤ Link their homes with other places in their local community • Know features of hot and cold places in the world</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>➤ Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within South America</p> <p>Know key differences between living in the UK and a region within South America.</p>	<p>➤ Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within South America</p> <p>Know key differences between living in the UK and a region within South America.</p>	<p>➤ Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country.</p> <p>Know key differences between living in the UK and a region within Europe.</p>	<p>➤ Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country.</p> <p>Know key differences between living in the UK and a region within Europe.</p>