

Skills Progression Grid: Geography 2024-2025

<p>Locational knowledge</p> <p>Giving pupil's information on where places are.</p> <p>Also providing them with the skills to work out a location that can be anywhere in the world</p>	<p>Place knowledge</p> <p>Place knowledge in geography requires pupils to develop an understanding of the geographical similarities and differences in: A region of the United Kingdom. A region in a European country. A region within North or South America.</p>	<p>Human and Physical</p> <p>Physical geography seeks to understand how physical processes drive change in the environment, as well as how humans are interacting with these processes.</p> <p>Human geography explores how people interact with their environment and how these interactions shape our world</p>	<p>Geographical Skills and fieldwork</p> <p>Learning to use and understand geographical information. Pupils explore as they begin to think about their roles within their home, the community, and as a global citizen.</p>
---	--	--	--

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational knowledge	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>To name the countries of the UK.</p> <p>To understand what an aerial view shows.</p> <p>To name the countries and the key features of the UK.</p> <p>To name capital cities of the UK.</p> <p>Start to locate some countries on a world map: UK, India, China, Russia</p> <p>Compare 2 different regions in the UK rural/urban.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Locate and name the countries making up the British Isles.</p> <p>To name the countries of the UK and some of their features.</p> <p>Locate some countries around the world (India, Nigeria, UK)</p> <p>Identify the location of hot and cold areas of the world.</p>	<p>Locate and name the world continents and oceans on a map.</p> <p>Identify longest rivers in the world, largest deserts, and highest mountains.</p> <p>To name and locate some of the boroughs in London/counties in the UK.</p> <p>Locate local rivers (Thames, Lea, Roding.)</p>	<p>Locate some European countries</p> <p>Locate the main areas of earthquake and volcanic activity around the world (e.g. Ring of Fire)</p> <p>Local specific areas of previous volcanic activity (case studies)</p>	<p>Locate the main countries in North or South America/Antarctica</p> <p>On a world map locate different environmental regions. (Biomes)</p> <p>Identify the position and significance of latitude/longitude and Greenwich meridian/tropics</p> <p>Identify and locate areas that are susceptible to sea level rise (Maldives, Island nations of the Pacific etc.)</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Identify their key human and physical characteristics and major cities.</p> <p>Map how land use has changed in the local area over time.</p> <p>Name and locate the key topographical features including coasts, features of erosion Understand how these features change over time.</p> <p>Compare land use maps of the UK from the past with the present focusing on land use.</p>

<p>Place knowledge</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>To understand the differences between a town and countryside.</p> <p>To compare the UK capital cities.</p> <p>Compare what life is like in a city to life in the countryside (rural v urban environments)</p> <p>Begin to develop an understanding of the local environment (school based)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country (India/Nigeria).</p> <p>Understand geographical features of their own city (both human and physical)</p> <p>Develop an understanding of the local environment (Beckton)</p>	<p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to one another.</p> <p>To identify how London has changed over time.</p> <p>Develop further understanding of the local environment (Newham)</p>	<p>Understand about the wider context of places</p> <p>To understand that tectonic activity is both harmful and beneficial to the human population.</p> <p>To begin to compare differing levels of economic development in different places around the world</p>	<p>Compare the physical and human features of a region if the UK and a region of North America, identify similarities and differences.</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region in the UK and a region within North or South America/Pacific</p> <p>To confidently compare differing levels of economic development in different places around the world</p> <p>Understand and explain how human activity affects the environment over time both positively and negatively. .</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography - a region of the UK (Coastal areas)</p> <p>Understand, explain and evaluate how humans affect the environment over time.</p> <p>Discuss and evaluate the impacts of population rise on the planet.</p>
<p>Human and Physical</p>	<p>Make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Observe and record the weather.</p> <p>Describe seasonal weather changes.</p> <p>To understand the dangers of the weather.</p>	<p>Begin to understand that proximity to the Equator dictates the type of environmental zones seen</p> <p>Understand what a hot and cold area of the world is like.</p> <p>Use basic geographical vocabulary to refer to human/ physical features.</p> <p>Use basic geographical vocabulary to refer to human features.</p>	<p>Identify physical and human features of the immediate locality (Rivers/place names in Newham)</p> <p>Explain about weather conditions/patterns around the UK and parts of Europe link to flooding in London.</p> <p>Name and locate topographical features of erosion (rivers)</p> <p>Understand how these features change over distance</p> <p>Begin to link human activity to physical environmental impacts</p>	<p>Describe human and physical features across the UK</p> <p>Understand the effect of landscape features on the development of locality</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explain about natural resources</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p>	<p>Know about changes to the world and environment over time.</p> <p>To describe the features of a rainforest</p> <p>Explain the effects humans have on the rainforest. Understand why people seek to manage and sustain the environment</p> <p>Explain where our food/medicine comes from.</p> <p>To explain the concept of sustainability</p>	<p>Describe and explain key aspects of physical geography (coastal erosion) and make links to human interactions</p> <p>Describe and understand key aspects of human geography (regeneration of the docklands)</p> <p>Know the physical features of coasts and begin to understand erosion and deposition.</p> <p>Consider global citizenship and impacts of individual actions on the sustainability of the planet into the future.</p>

<p>Geographical Skills and fieldwork</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Ask simple geographical questions.</p> <p>Use simple observational skills to study the geography of the school and its grounds and to describe its features.</p> <p>Use simple maps of the local area.</p> <p>To begin to understand keys on maps</p> <p>To draw a simple map.</p> <p>Use simple directional language.</p>	<p>Study maps and aerial photographs.</p> <p>Use the 4 points of a compass.</p> <p>Use simple compass directions and locational and directional language to describe the location of features on a map.</p> <p>Draw maps of the local area with a simple key.</p> <p>Observe and record features around the school.</p> <p>To understand keys on maps</p> <p>Communicate findings in different ways.</p> <p>Make sketches or notes of their school trip and create a map to direct others.</p>	<p>Use 4 figure grid references</p> <p>Use 8 points of a compass</p> <p>Ask and respond to geographical questions.</p> <p>Analyse evidence to draw conclusions.</p> <p>Recognise that people hold different views about and issue and begin to understand why.</p> <p>Communicate findings in ways appropriate to the task.</p> <p>Use basic geographical vocabulary</p> <p>Begin to make more detailed fieldwork sketches/diagram</p> <p>Use fieldwork instruments</p> <p>Make plans and maps using symbols and key.</p>	<p>Confidently use the 8 points of a compass to describe a route on a map.</p> <p>Confidently use four figure grid references to locate places on a map.</p> <p>Plan the steps and strategies for an inquiry.</p> <p>Draw accurate maps with more complex keys.</p> <p>Explore features of an OS map</p> <p>Measure straight line distance using an appropriate scale</p> <p>Understand and use a range of vocabulary.</p>	<p>Use the 8 points of a compass to describe a route on a map.</p> <p>Use six figure grid references, symbols and key to build their knowledge of the UK from past to present.</p> <p>Use fieldwork to observe measure and record the human and physical features of the local area</p> <p>Understand and use a widening range of geographical terms.</p> <p>To find information in an atlas using an index.</p>	<p>Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.</p> <p>Use the 8 points of the compass, four and six figure grid references, symbols and key to build knowledge of the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods.</p> <p>Use maps, charts etc to support their decisions.</p> <p>Understand a wide range of geographical terms.</p>
---	---	---	--	---	--	--	--