**Beechwood Primary School**

**Geography Progression of Skills**

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|  | **Locational knowledge** | | |
| **EYFS: Reception** | | **Understanding the world; Development matters and Early Learning Goals** | |
| **Skills**  Identifying land and water on a map or globe.  Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).  **Knowledge**  To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)  To know that usually water is represented in blue on a map or globe.  To know the name of their school and the place where they live.  To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). | | **Development Matters**  Draw information from a simple map.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different from the one in which they live.  Understand that some places are special to members of their community.  **Early Learning Goals**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and  maps | |
| **Year 1** | | **Year 2** | **National curriculum - end of KS1 Pupils should be able to:** |
| **Skills**  Locating two of the world’s seven continents on a world map.  Locating two of the world’s oceans (Atlantic Ocean and Pacific Ocean) on a world map.  Showing on a map which continent they live in  **Knowledge**  To know the name of two continents (Europe and Asia).  To know that a continent is a group of countries.  To know that they live in the continent of Europe.  To know that an ocean is a large body of water.  To know the name of two of the world’s oceans (Atlantic Ocean and Pacific Ocean). | | **Skills**  Locating all the world’s seven continents on a world map.  Locating the world’s five oceans on a world map.  Showing on a map the oceans nearest the continent they live in.  **Knowledge**  To be able to name the seven continents of the world.  To be able to name the five oceans of the world. | Name and locate the world’s seven continents and five oceans |
| **Skills**  Locating the four countries of the United Kingdom (UK) on a map of this area.  Showing on a map which country they live in and locating its capital city.  **Knowledge**  To know that the UK is short for ‘United Kingdom’.  To know that a country is a land or nation with its own government.  To know that the United Kingdom is made up of four countries and their names.  To know the name of the country they live in. | | **Skills**  Locating the surrounding seas and oceans of the UK on a map of this area.  Locating the capital cities of the four countries of the UK on a map of this area.  Identifying characteristics (both human and physical) of the four capital cities of the UK.  Showing on a map the city, town or village where they live in relation to their capital city.  **Knowledge**  To know that a sea is a body of water that is smaller than an ocean.  To know that there are four bodies of water surrounding the UK and to be able to name them.  To name some characteristics of the four capital cities of the UK.  To know the four capital cities of the UK.  To know that a capital city is the city where a country’s government is located. | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |
| **Key Stage 2** | | | |
| **LKS2** | | **UKS2** | **National curriculum - end of KS2 Pupils should be able to:** |
| **Skills**  Locating some countries in Europe and North and South America using maps.  Locating some major cities of the countries studied.  Locating some key physical features in countries studied on a map including significant environmental regions.  Locating some key human features in countries studied.  Locating the world’s most significant mountain ranges on a world map and identifying any patterns.  Locating where the world’s volcanoes are on a map and identifying the ‘Ring of Fire’.  Locating some of the world’s most significant rivers and identifying any patterns.  **Knowledge**  To know where North and South America are on a world map.  To know the names of some countries and major cities in Europe and North and South America.  To know the names of some of the world’s most significant mountain ranges.  To know the names of some of the world’s most significant rivers.  To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.  To know that climate zones are areas of the world with similar climates.  To know the world’s different climate zones (equatorial, tropical, hot desert, temperate and polar).  To know that biomes are areas of world with similar climates, vegetation and animals.  To know the world’s biomes.  To know vegetation belts are areas of the world which are home to similar plant species. | | **Skills**  Locating more countries in Europe and North and South America using maps.  Locating major cities of the countries studied.  Locating key physical features in countries studied on a map.  Locating key human features in countries studied.  Identifying significant environmental regions on a map.  Using maps to show the distribution of the world’s climate zones, biomes and vegetation belts.  **Knowledge**  To know the name of many countries and major cities in Europe and North and South America.  To know the location of key physical features in countries studied.  To name and describe some of the world’s vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). | 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 |
| **Skills**  Locating some counties in the UK (local to your school). (Cheshire, Manchester, Liverpool, Lancashire)  Locating some cities in the UK (local to your school). (Liverpool, Manchester)  Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.  Beginning to locate the twelve geographical regions of the UK.  Identifying how topographical features studied have changed over time using examples.  Describing how a locality has changed over time, giving examples of both physical and human features.  **Knowledge**  To know the name of some counties in the UK (local to your school). (Cheshire, Manchester, Liverpool, Lancashire)  To know the name of some cities in the UK (local to your school). Liverpool, Manchester, Chester, Warrington)  To know the name of the county that they live in and their closest city. (Cheshire, Liverpool)  To begin to name the twelve geographical regions of the UK.  To know the main types of land use.  To know some types of settlement. | | **Skills**  Locating many counties in the UK.  (Derbyshire, Staffordshire, West Midlands, East Midlands, Cornwall, Devon)  Locating many cities in the UK. (Birmingham, London, York, Newcastle, Edinburgh, Glasgow- not limited to)  Confidently locating the twelve geographical regions of the UK.  Identifying key physical and human characteristics of the  geographical regions in the UK.  Understanding how land-use has changed over time using examples.  Explaining why a locality has changed over time, giving examples of both physical and human features.  **Knowledge**  To know the name of many counties in the UK. Derbyshire, Staffordshire, West Midlands, East Midlands, Cornwall, Devon)  To know the name of many cities in the UK.  Birmingham, London, York, Newcastle, Edinburgh, Glasgow- not limited to)  To confidently name the twelve geographical regions of the UK.  London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West.  To know that London and the South East regions have the largest population in the UK. | 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 |
| **Skills**  Finding the position of the Equator and describing how this impacts our environmental regions.  Finding lines of latitude and longitude on a globe and explaining why these are important.  Identifying the position of the Tropics of Cancer and Capricorn and their significance.  Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.  Identifying the position and significance of both the Arctic and Antarctic Circle.  **Knowledge**  To know that countries near the Equator have less seasonal change than those near the poles.  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.  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.  To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.  To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.  To know the Northern and Southern hemisphere are ‘halves’ of the Earth, above and below our Equator and have alternate seasons to each other.  To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.  To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. | | **Skills**  Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.  Using longitude and latitude when referencing location in an atlas or on a globe.  **Knowledge**  To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world’s time zones. | 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) |

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| **Place Knowledge** | | |
| **EYFS** | **Understanding the world; Development**  **matters and Early Learning Goals** | |
| **Skills**  Discussing how environments in stories and images are different to the environment they live in.  **Knowledge**  To know that places within this country can differ from each other.  To know that there are differences between places in this country and places in other countries. | **Development matters**  Recognise some environments that are different from the  one in which they live.  Recognise some similarities and differences between life  in this country and life in other countries.  **Early Learning Goals**  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.  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;. | |
| **Year 1** | **Year 2** | **National curriculum - end of KS1 Pupils should be able to:** |
| **Skills**  Naming some key similarities between their local area and a small area of a contrasting non-European country.  Naming some key differences between their local area and a small area of a contrasting non-European country. Shanghai  **Knowledge**  To know that life elsewhere in the world is often different to ours.  To know that life elsewhere in the world often has similarities to ours. | **Skills**  Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Kenya  Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.  Describing what physical features may occur in a hot place in comparison to a cold place.  **Knowledge**  To know some similarities and differences between their local area and a contrasting non-European country. Kenya | 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. |
| **LKS2** | **UKS2** | **National curriculum - end of KS2 Pupils should be able to:** |
| **Skills**  Describing and beginning to explain similarities between two regions studied.  Describing and beginning to explain differences between two regions studied.  Describing how and why humans have responded in different ways to their local environments.  Discussing how climates have an impact on trade, land use and settlement.  Explaining what measures humans have taken in order to adapt to survive in cold places.  Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.  **Knowledge**  To know the negative effects of living near a volcano.  To know the positive effects of living near a volcano.  To know the negative effects an earthquake can have on a community.  To know ways in which communities respond to earthquakes.  **Antarctica, New Delhi, -Amazon rainforest-Brazil, Innsbruck, Great Barrier Reef- Australia,** | **Skills**  Describing and explaining similarities between two environmental regions studied.  Describing and explaining differences between two environmental  regions studied.  Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.  Understanding how climates impact on trade, land use and settlement.  Explaining how humans have used desert environments.  Using maps to explore wider global trading routes.  **Knowledge**  To know some similarities and differences between the UK and a European mountain region.  To know why tourists visit mountain regions.  **Antarctica, New Delhi, -Amazon rainforest-Brazil, Innsbruck, Great Barrier Reef- Australia,** | 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 |