**Beechwood Primary School**

**Geography Progression of Skills**

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| **Human and Physical Geography** | | |
| **EYFS: Reception** | **Understanding the world; Development matters and Early Learning Goals** | |
| **Skills**  Observing weather across the seasons.  Observing and discussing the effect the changing seasons have on the world around them.  Beginning to use the names of the seasons in the correct context.  Making observations about the features of places (in stories, photographs or in the school grounds/local area).  Making observations about the characteristics of places (in stories,photographs or in the school grounds/local area).  **Knowledge**  To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  To know some of the key characteristics of each season.  To know that there are four seasons in a year marked by certain weather conditions.  To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)  To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). | **Development matters**  Describe what they see, hear and feel whilst outside.  Explore the natural world around them.  Understand the effect of changing seasons on the natural world around  them.  **Early Learning Goals**  Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  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**  Describing how the weather changes with each season in the UK.  Describing the daily weather patterns in their locality.  Confidently using the vocabulary ‘season’ and ‘weather’.  **Knowledge**  To know the four seasons of the UK.  To know that ‘weather’ refers to the conditions outside at a particular time.  To know that different parts of the UK often experience different weather.  To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.  To know that weather conditions can be measured and recorded.  To know the name of two of the world’s oceans (Atlantic Ocean and Pacific Ocean). | **Skills**  Locating some hot and cold areas of the world on a world map.  Locating the Equator and North and South Poles on a world map.  Locating hot and cold areas of the world in relation to the Equator and the North and  South poles.  **Knowledge**  To know that the Equator is an imaginary line around the middle of the Earth.  To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.  To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.  To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. | 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 |
| **Skills**  Recognising some physical features in their locality.  **Knowledge**  To know that physical features means any feature of an area that is on the  Earth naturally. | **Skills**  Describing the key physical features of a coast using subject specific vocabulary  **Knowledge**  To know that coasts (and other physical features) change over time.  To know some key physical features of the UK.  To know that a capital city is the city where a country’s government is located | 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 |
| **Skills**  Recognising some human features in their locality.  **Knowledge**  To know that human features means any feature of an area that was made  or built by humans | **Skills**  Describing and understanding the differences between a city, town and village.  Describing the key human features of a coastal town using subject specific vocabulary  **Knowledge**  To know that a sea is a body of water that is smaller than an ocean.  To know that human features change over time.  To know some key human features of the UK. | Use basic geographical vocabulary to  refer to key human features,  including: city, town, village, factory,  farm, house, office, port, harbour and  shop |
| **Key Stage 2** | | |
| **LKS2** | **UKS2** | **National curriculum - end of KS2 Pupils should be able to:** |
| **Skills**  Mapping and labeling the seven biomes on a world map.  Understanding some of the causes of climate change.  Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.  Describing where volcanoes, earthquakes and mountains are located globally.  Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.  Describing how humans use water in a variety of ways.  **Knowledge**  To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.  To know the courses and key features of a river.  To know the different types of mountains and volcanoes and how they are formed.  To know that an earthquake is the intense shaking of the ground.  To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.  To know the world’s biomes.  To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.  To know that climate zones are areas of the world with similar climates.  To know the world’s different climate zones.  To know that climates can influence the foods able to grow. | **Skills**  Describing and understanding the key aspects of the six biomes.  Describing and understanding the key aspects of the six climate zones.  Understanding some of the impacts and causes of climate change.  Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.  Giving examples of alternative viewpoints and solutions regarding  an environmental issue and explaining its links to climate change.  **Knowledge**  To know vegetation belts are areas of the world that are home to similar plant species.  To name and describe some of the world’s vegetation belts.  To know why the ocean is important. | Describe and understand key  aspects of:  Physical geography, including:  climate zones, biomes and  vegetation belts, rivers,  mountains, volcanoes and  earthquakes, and the water  cycle |
| **Skills**  Describing and understanding types of settlement and land use.  Explaining why a settlement and community has grown in a particular location.  Explaining why different locations have different human features.  Explaining why people might prefer to live in an urban or rural place.  Describing how humans can impact the environment both positively and negatively, using examples.  **Knowledge**  To know the main types of land use.  To know the different types of settlement.  To know water is used by humans in a variety of ways.  To know an urban place is somewhere near a town or city.  To know a rural place is somewhere near the countryside.  To know that a natural resource is something that people can use which comes from the  natural environment.  To know the threats to the rainforest both on a local and global scale.  To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.  To know the UK grows food locally and imports food from other countries | **Skills**  Describing and understanding economic activity including trade links.  Suggesting reasons why the global population has grown significantly in the last 70 years.  Describing the ‘push’ and ‘pull’ factors that people may consider when migrating.  Understanding the distribution of natural resources both globally  and within a specific region or country studied.  Recognising geographical issues affecting people in different places  and environments.  Describing and explaining how humans can impact the environment both positively and negatively, using examples.  **Knowledge**  To know the global population has grown significantly since the 1950s.  To know which factors are considered before people build settlements.  To know migration is the movement of people from one country to another.  To know that natural resources can be used to make energy.  To know some positive impacts of humans on the environment.  To know some negative impacts of humans on the environment. | 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 |

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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.  **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.  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. | 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. | **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. | 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 |