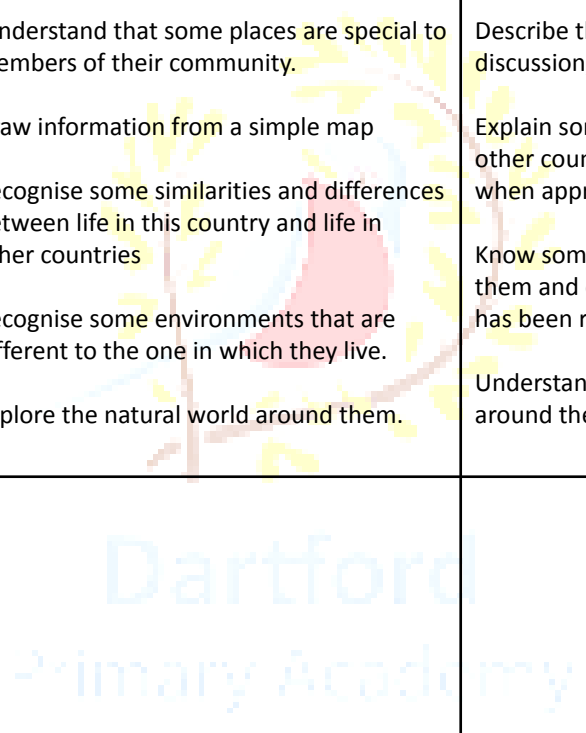


Knowledge, Skills and Understanding Progression maps

Geography

EYFS			
	3 and 4 year olds	Reception	Reception ELG
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</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 that some places are special to members of their community.</p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explore the natural world around them.</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>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>
Mathematics	<p>Describe a familiar route.</p> <p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>		
Communication and Language	<p>Use a wider range of vocabulary</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p>

Knowledge, Skills and Understanding Progression maps

Geography

KS1				
	Geographical Enquiry	Physical Enquiry	Human Enquiry	Geographical Knowledge
Year 1 Expected	<ul style="list-style-type: none"> -Begin to use first- hand observation using senses or non-standard units -Make simple recordings e.g. lists, tallies and tables -Say what they like and don't like about their school environment -Follow a simple map using basic symbols in the key -Devise a simple map of their school, tracing around simple map shapes to reproduce symbols -Answer some questions using different resources, such as books, photographs (including aerial photos) , the internet and atlases -Think of a few relevant questions to ask about a locality -Answer questions about the weather and keep a weather chart 	<ul style="list-style-type: none"> -Describe a locality using words and pictures -Explain how the weather changes with each season -Identify the significant physical features of the continents and UK countries -Name some native animals for each of the continents -Use geographical vocabulary to refer to key physical features inc. mountain, sea, beach, hill, weather, season 	<ul style="list-style-type: none"> -Begin to explain why they would wear different clothes at different times of the year -Identify some human features that make the countries in the UK special e.g. languages, clothing, food and sports -Describe what people's diets and homes might be like in other continents -Name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house' 	<ul style="list-style-type: none"> -Identify the four countries making up the United Kingdom on a map, globe or atlas -Name the seas around the United Kingdom -Name the seven continents of the world and find them in an atlas -Name the world's five oceans and find them in an atlas -Tell someone their address -Use simple locational and directional language e,g, near and far, left and right

Knowledge, Skills and Understanding Progression maps

Geography

	Geographical Enquiry	Physical Enquiry	Human Enquiry	Geographical Knowledge
Year 2 Expected	<ul style="list-style-type: none"> -Label a diagram or photograph using some geographical words -Find out about Dartford and a non-European locality by using different sources of evidence -Use aerial photographs and plan perspectives to recognise landmarks and basic geographical features -Use tally charts, frequency tables and field sketches to record information -Find out about a locality by asking some relevant questions to someone else -Say what they like and don't like about their locality and another locality -Devise a map with basic symbols and a key -Measure in standard units e.g. °C, to the nearest cm and gram -Use simple grid references to locate squares on a map e.g. A1 	<ul style="list-style-type: none"> -Describe some physical features of their own locality -Explain the main features of a hot and cold place -Locate the hot and cold areas of the world in relation to the Equator and Poles -Explain what makes a locality special -Describe a place outside Europe using geographical words -Describe the key features of a place, using words including ocean, coast, cliff, forest, river, soil, valley, vegetation 	<ul style="list-style-type: none"> -Describe some human features of Dartford, such as the jobs people do -Explain how the jobs people do may be different in different parts of the world -Consider whether people ever spoil an area -Explain how they think that people try to make the area better -Explain what facilities a town or village might need -Describe some ways the lives of people in hot and cold places are different to their own -Describe the key features of a place, using words including port, harbour, office, city and factory 	<ul style="list-style-type: none"> -Name the capital cities of England, Wales, Scotland and Ireland -Find where they live on a map of the UK -Point out where the equator, north pole and south pole are on a globe or atlas -Use North, East, South and West and locational and directional language to describe the location of features and routes on a map

Knowledge, Skills and Understanding Progression maps

Geography

KS2				
	Geographical Enquiry	Physical Enquiry	Human Enquiry	Geographical Knowledge
Year 3 Expected	<ul style="list-style-type: none"> -Use correct geographical words to describe a place and the events that happen there -Identify key features of a locality by using a map -Begin to use 4 figure grid references to build knowledge -Accurately plot NSEW on a map -Use a key to interpret an OS map -Work out simple distances from a map i.e. straight lines and start measuring distance on digital maps -Create simple field sketches and sketch maps with increasing detail -Evaluate their own observations and compare them to others -Start to draw to scale -Accurately use measuring equipment (e.g. tape measure, rain gauge, thermometer) -Annotate digital maps with text/ labels -Zoom for a purpose on digital maps and explain the scale 	<ul style="list-style-type: none"> -Use maps and atlases appropriately by using contents and indexes -Describe how mountains and volcanoes are created -Describe how earthquakes are created -Confidently describe physical features in a locality -Locate the Mediterranean and explain why it is a popular holiday destination, using the term coast 	<ul style="list-style-type: none"> -Describe how volcanoes and mountains have an impact on people's lives -Confidently describe human features in a locality -Explain why a locality has certain human features -Explain why a place is like it is -Explain how the lives of people living in the Mediterranean and the Arctic would be different from their own 	<ul style="list-style-type: none"> -Name a number of countries in the Northern and Southern Hemisphere and explain their significance -Locate and name some of the world's most famous volcanoes -Name and locate some well-known European countries -Name and locate the capital cities of neighbouring European countries -Be aware of different weather in different parts of the world, especially Europe -Identify the position and significance of the Equator, the Arctic and Antarctic circles -Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)

Knowledge, Skills and Understanding Progression maps

Geography

	Geographical Enquiry	Physical Enquiry	Human Enquiry	Geographical Knowledge
Year 4 Expected	<ul style="list-style-type: none"> -Carry out a survey to discover features of cities and villages -Find the same place on a globe and in an atlas -Label the same features on an aerial photograph as on a map -Plan a journey to a place in England -Accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.) -Map land use -Present their own data in a graph and simple GIS and begin to interpret it -Annotate digital maps with markers, text, photographs, hyperlinks, etc. -Accurately measure distance, including non-linear distances on a digital map -Use scale to reasonably estimate distances on a map -Recognise key symbols used on OS maps 	<ul style="list-style-type: none"> -Describe the main features of a well known city -Describe the main features of a village -Describe the main physical differences between cities and villages -Use appropriate symbols to represent different physical features on a map -Describe how a human issue is affecting the environment -Explain how the water cycle works -Describe how a river changes from its source to its mouth -Explain how rivers change landscapes over time 	<ul style="list-style-type: none"> -Explain why people are attracted to live in cities -Explain why people may choose to live in a village rather than a city -Explain how a locality has changed over time with reference to human features -Find different views about an environmental issue -Suggest different ways that a locality could be changed and improved -Explain why people are attracted to live by rivers 	<ul style="list-style-type: none"> -Know the difference between the British Isles, Great Britain and the UK -Know up to six cities in the UK and locate them on a map -Know and locate some counties in the UK -Describe key topographical features and land use patterns of some counties in the UK - Name and locate many of the world's major rivers on maps

Knowledge, Skills and Understanding Progression maps

Geography

	Geographical Enquiry	Physical Enquiry	Human Enquiry	Geographical Knowledge
Year 5 Expected	<ul style="list-style-type: none"> - Use maps and atlases, globes and digital/computer mapping to locate and describe features -Start to draw thematic maps -Use linear and area measurement tools on a digital map -Find possible answers to their own geographical questions -Explain ideas using a thematic map for reference -Make detailed sketches and plans, improving their accuracy later -Present data in an appropriate form -Analyse and interpret the results of their own fieldwork -Use an OS map in a locality -Use 6 figure grid references to build knowledge 	<ul style="list-style-type: none"> -Describe and explain the physical features and processes of the major biomes -Explain how a location fits into its wider geographical location; with reference to physical features -Describe an area using the key vocabulary: biome, ecosystem, vegetation and climate -Explain why water is such a valuable commodity -Describe the environmental impact of water scarcity 	<ul style="list-style-type: none"> -Explain how biomes affect the distribution of food -Describe the global journey of some common foods -Explain how a location fits into its wider geographical location; with reference to human and economical features -Discuss what a place might be like in the future, taking account of issues impacting on human features -Explain the human causes and impacts of water scarcity 	<ul style="list-style-type: none"> -Locate the USA and Canada and their main cities on a world map and atlas -Locate the Tropic of Cancer and the Tropic of Capricorn -Locate and name the major countries in South America and their capital cities on a world map and atlas -Use atlases and climate maps to identify the location of biomes around the world

Knowledge, Skills and Understanding Progression maps

Geography

	Geographical Enquiry	Physical Enquiry	Human Enquiry	Geographical Knowledge
Year 6 Expected	<ul style="list-style-type: none"> -Confidently explain scale and use maps with a range of scales -Create sketch maps when carrying out a field study -Design and draw thematic maps -Choose the best way to collect information needed and decide the most appropriate units of measure -Make careful measurements and evaluate the data -Use OS maps to answer questions, including the use of 6 figure grid references -Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc) 	<ul style="list-style-type: none"> -Give extended descriptions of the physical features of different places around the world -Describe how some places are similar and others are different in relation to their physical features -Explain how physical geography affects the distribution of minerals and energy -Discuss the environmental impact of an example of mineral trade or energy production 	<ul style="list-style-type: none"> -Give an extended description of the human features of different places around the world -Map land use with their own criteria -Describe how some places are similar and others are different in relation to their human features -Explain how a locality is connected to other localities around the world via trade links -Investigate the impact of global trade on people in a locality -Discuss the inequalities caused by energy distribution 	<ul style="list-style-type: none"> -Explain how the time zones work in relation to the Prime Meridian -Locate previously taught countries, seas and cities on maps of various scales and viewpoints -Use latitude and longitude