



Cookridge Holy Trinity C of E (A) Primary School
The Best for Every Child – A Unique Child of God

Geography Skills and Progression

Essential Strand	EYFS	Key Stage 1 (Milestone 1)	Year 3 and 4 (Milestone 2)	Year 5 and 6 (Milestone 3)
To investigate places.	<p>Understanding the World ELG: People, Culture and Communities ELG: The Natural World</p> <p>Children at the expected level of development will be able to describe their immediate environment e.g home, school, local park etc. They understand their local setting and that our school is in Cookridge which is in Leeds.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world’s oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Ask and answer geographical questions. (Such as: What is this place like? What do people do in this place?) 2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 3. Use world maps, atlases and globes to identify the U.K. and its countries, as well as the countries, continents and oceans studied. 4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features. Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Ask and answer geographical questions about the physical and human characteristics of a location. 2. Explain own views about locations, giving reasons. 3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 4. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including 	<p>Furthering their geographical knowledge, children begin to explore outside of Europe using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on spatial variation and how they change over time.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can 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.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Collect and analyse statistics and other information in order the draw clear conclusions about locations. 2. Identify and describe how the physical features affect the human activity within a location.

		<ol style="list-style-type: none"> 5. Name, locate and identify characteristics of the four countries and capital cities of the U.K. and its surrounding seas. 6. Name and locate the world's continents and oceans. 7. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<p>sketch maps, plans and graphs and digital technologies.</p> <ol style="list-style-type: none"> 5. Use a range of resources to identify the key physical and human features of a location. 6. Name and locate the countries of Europe and identify their main physical and human characteristics. 7. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones. 8. Ask and answer geographical questions about the physical and human characteristics of a location. 9. Explain own views about locations, giving reasons. 10. Name and locate countries and cities of the U.K., geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time. 	<ol style="list-style-type: none"> 3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. 5. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time. 6. Name and locate the countries of North and South America and identify their main physical and human characteristics. 7. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 8. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.
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<p>To investigate patterns.</p>	<p>The children will be able to make links and comparisons between different settings in stories to their own lives. They will understand the changes of the seasons and recognise the weather and climate differences as well as environmental changes e.g. lambs born in Spring.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. 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; 2. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Building on EYFS, children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K. and of a contrasting non-European country. 2. Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. 3. Identify land use around the school. 	<p>From KS1, children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK and out of the UK in depth.</p> <p>KS2 Geography National Curriculum</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Describe geographical similarities and differences between countries. 2. Describe some of the characteristics of the geographical areas. 	<p>Deepening their geographical knowledge from LKS2, children develop their analytical skills by comparing areas of the UK with areas outside of the UK and Europe. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Understand some of the reasons for geographical similarities and differences between countries. 2. Describe how locations around the world are changing and explain some of the reasons for change. 3. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night)
<p>To communicate geographically.</p>	<p>The children are able to describe and explain features of the natural world around them and verbally compare these from books and locations they have visited in their lives. Children can:</p> <ol style="list-style-type: none"> 1. Explore the natural world around them, making observations and drawing pictures of animals and plants; 2. 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. 3. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. They begin to construct simple maps using basic symbols.</p> <p>KS1 Geography National Curriculum</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Use basic geographical vocabulary to refer to: 2. Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 3. Key human features, including: city, town, village, factory, farm, house, office and shop. 4. Use compass directions and locational language (near and far etc) to describe the location of features and routes on a map. 	<p>Deepening their knowledge from KS1, children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Describe key aspects of: 2. human geography, including: settlements and land use. 3. Use the eight points of a compass, four-figure grid references, symbols and key to 	<p>Progressing from LKS2, children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They explore trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ol style="list-style-type: none"> 1. Describe and understand key aspects of: 2. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural

		<ol style="list-style-type: none"> 5. Use compass directions and locational language (near and far etc) to describe the location of features and routes on a map. 6. Devise a simple map, and use and construct basic symbols in a key. Use simple grid reference. (A1, B1) 	<p>communicate knowledge of the U.K. and the wider world.</p>	<p>resources including energy, food, minerals and water supplies.</p> <ol style="list-style-type: none"> 3. Describe and understand key aspects of: 4. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 5. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the U.K. and the world. 6. Create maps of locations identifying patterns (such as: land use, climate zones, population density, height of land).
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