

GEOGRAPHY KNOWLEDGE & SKILLS PROGRESSION



EYFS	
How I am a Geographer	Factual knowledge taught through specific units of work
<p>I can describe my immediate environment using new vocabulary and knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I can touch, smell, and hear the natural world during hands on experiences.</p> <p>I can focus on specific areas of the natural world when observing.</p> <p>I can comment on aerial view photos saying what I notice.</p> <p>I can comment on key features of the school environment using correct vocabulary.</p> <p>I can draw simple maps of the immediate environment.</p> <p>I can draw simple maps from imaginary story settings.</p> <p>I can 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>I understand some important processes and changes in the natural world around me.</p>	<p>I can name the road and village my school is located in.</p> <p>I understand some similarities and differences between the natural world around me and contrasting environments, drawing on my own experiences and what has been read in class.</p>

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	How I am a Geographer	Factual knowledge taught through specific units of work
Year 1	<p>I can annotate a simple map with some of its key features.</p> <p>I can ask questions about the main features of simple maps and the way symbols have been used.</p> <p>I can create a simple map with support.</p> <p>I can use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</p>	<p>I can use basic vocabulary and concepts about weather and the climate.</p> <p>I know the main nations and features of the UK, including their locations and related key vocabulary.</p>
Year 2	<p>I can use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe.</p> <p>I can use globes and atlases – and annotate maps – to identify the world’s hot and cold regions.</p> <p>I can look at simple maps and aerial views of a contrasting locality, discussing and asking questions about its main features and comparing these with the UK.</p> <p>I can use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing contrasting localities.</p> <p>I can make use of the four main compass points when describing the location of these key locations and regions.</p>	<p>I know the location and features of the local area.</p> <p>I know the names and locations of the world’s continents and oceans, and some information about each of them.</p> <p>I can identify where the world’s main hot and cold regions are, and some information about what they are like.</p> <p>I understand the location and features of a contrasting locality and my local area.</p> <p>I understand how my location within hot and cold regions might affect everyday life differently.</p>

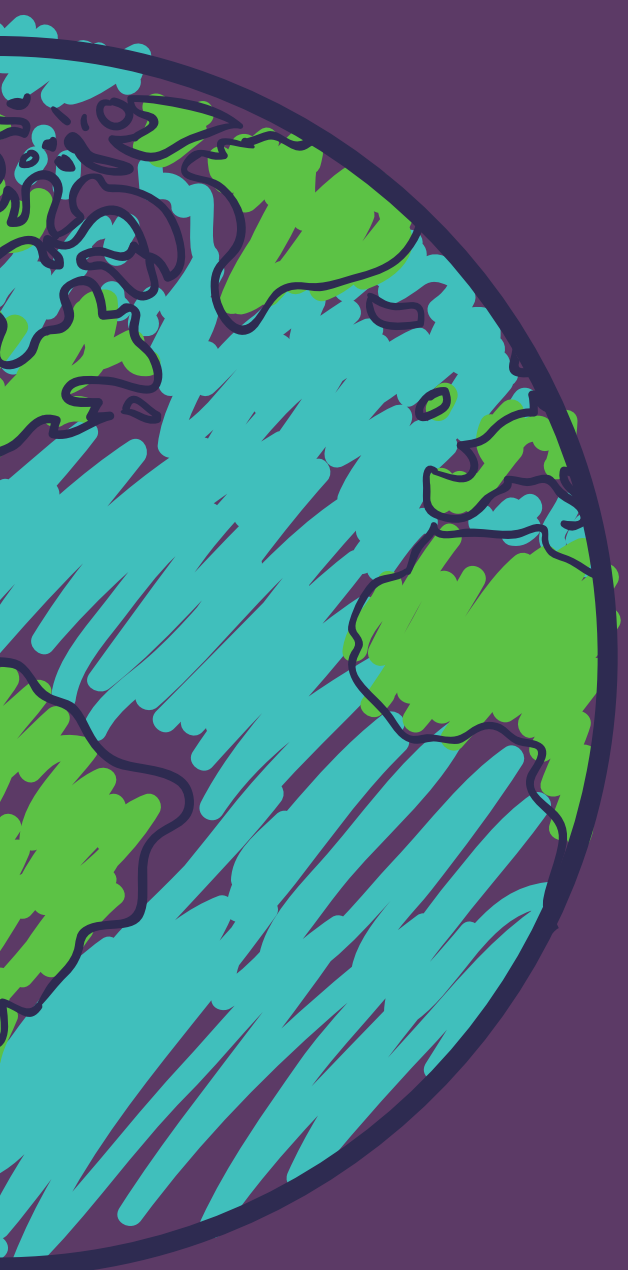
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Year 3	<p>I can use globes and atlases to identify climate zones and consider their impact.</p> <p>I can use globes, atlases and maps to identify the main human and physical features.</p> <p>I can interpret maps and aerial views at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied.</p> <p>I can use appropriate vocabulary.</p>	<p>I know where the world's main climate zones are.</p> <p>I can identify human and physical features. I can compare human and physical features in different locations.</p> <p>I know how the location within different climate zones might affect everyday life differently.</p> <p>I know about processes of settlement, trade, tourism, and culture.</p>
Year 4	<p>I can interpret and explain key information found on maps, on globes and in atlases.</p> <p>I can evaluate a range of possible disaster prevention measures.</p> <p>I can use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes).</p> <p>I can interpret a range of maps and aerial views and apply this information to my understanding of it.</p> <p>I can use appropriate vocabulary to answer questions and to start to explain my thinking.</p>	<p>I understand the key elements and physical features of a river/ a mountain/ a volcano.</p> <p>I understand the key elements of the water cycle.</p> <p>I can name - and provide key information on - the world's main rivers.</p> <p>I understand that natural disasters can affect the landscape.</p> <p>I understand the key elements of biomes.</p> <p>I understand how some human beings have adapted to life in a chosen locality.</p> <p>I know the names and locations of the world's principal physical features (e.g., mountains/ volcanoes/ rivers) and can identify their key elements.</p> <p style="text-align: right;"><i>Continued</i></p>



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	How I am a Geographer	
Year 5	<p>I can interpret a range of maps and aerial views and apply this information to my understanding of the location.</p> <p>I can look critically at a topical issue in a region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.</p> <p>I can use globes and atlases to identify specific locations and draw conclusions about it.</p> <p>I can use and apply appropriate vocabulary.</p>	<p>I understand how some human beings have adapted to life in a chosen locality.</p> <p>I know the names and locations of the world's principal physical features (e.g., mountains/ volcanoes/ rivers) and can identify their key elements.</p> <p>I understand the main features and causes of natural disasters.</p> <p>I understand ways in which the location and physical geography of the region impact on (and are impacted by) human activity.</p>
Year 6	<p>Year 6 I can interpret a range of maps and apply this information to my understanding of it.</p> <p>I can use maps and supporting information to route-plan a tourist trip.</p> <p>I can use fieldwork to collect and critically evaluate data from a range of viewpoints, how it meets people's needs, and how it might change.</p> <p>I can use and annotate Ordnance Survey maps, including the use of grid references.</p> <p>I can use appropriate vocabulary when describing key information to external audiences.</p>	<p>I can compare distinctive features in two different localities.</p> <p>I know the location and principal features of a region when seen at a range of scales, from the global to the immediately local and can compare them.</p> <p>I understand the ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within a chosen area.</p> <p>I know how humans can cause or impact on natural disasters and the impact disasters have on humans.</p>