



# Progression of Skills and Knowledge in Geography



## Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61-66 mths	12 67-72 mths	ELG
People, Cultures and communities	Actively and with increased independence explores and shows interest in immediate environments at home and in settings. Sometimes indicates recognition of familiar and unfamiliar experiences/resources	Through self-initiated play experiences, using a range of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs and culture.	Can document in <u>age appropriate</u> ways, for example simple drawings, 'maps', models and constructions of landmarks of personal interest.	Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary.	Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.	Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.	Are able to draw on knowledge of their immediate environment referencing points of interest through different ways. Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. Have a developing awareness of life and how it differs in other countries.	Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries. Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country.	Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with <u>respect</u>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

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The Natural World	Talks about or responds to what they are seeing or experiencing in the natural world.	Actively explores and organises items/objects based on similar features e.g. wooden items, spikey objects.	Able to share things they know about the places which are familiar to them e.g. parks, shops.	Shows care and concern for living things and the environment.	Responds to experiences and explorations of why things happen and how things work in the natural world. Uses technologies and books with support, to find out more about the world around them	Looks closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences.	Drawing on practical experiences, books and personal observations, knows that living things live, grow and die. Choose to independently make observations of the natural world through comments/questioning, drawings and taking photographs	Can make observations including making drawings of animals and plants. Can explain why some things naturally occur and talk about changes in the world around them. Can discuss, drawing on knowledge from a variety of experiences, the similarities and differences observed between natural environments, e.g. community green spaces, parks.	Can demonstrate a developing knowledge of a diverse ecology from the wider community e.g. country parks and larger towns. Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in. Finds out about and uses a range of technology to support their understandings.	Explore the natural world around them, making observations and drawing pictures of animals and plants. <ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

The knowledge and skills then feed into the KS1 curriculum shared below

## KS1&2 KNOWLEDGE, SKILLS AND UNDERSTANDING

	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
<b>Locational Knowledge</b>	<p><b>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</b></p>	<p><b>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</b></p> <p><b>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</b></p> <p><b>Children develop their understanding, recognising and identifying key physical and human geographical features.</b></p>	<p><b>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.</b></p> <p><b>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.</b></p>
	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name and locate the world’s seven continents and five oceans;</li> <li><b>b</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li> <li><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li> <li><b>b</b> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</li> <li><b>c</b> 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;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li><b>b</b> name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</li> <li><b>c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</li> </ul>

<b>Place Knowledge</b>	<b>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</b>	<b>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.</b>	
	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> compare the UK with a contrasting country in the world;</li> <li><b>b</b> compare a local city/town in the UK with a contrasting city/town in a different country;</li> <li><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</li> <li><b>b</b> explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</li> <li><b>c</b> understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li><b>d</b> explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</li> <li><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li><b>b</b> understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</li> </ul>

## Human and Physical Geography

<p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p>	<p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p>	<p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p>
<p>Children can:</p> <ul style="list-style-type: none"> <li>a 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;</li> <li>b 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;</li> <li>c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</li> <li>b human geography, including: types of settlement and land use;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicenter, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</li> </ul>	<p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>b 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;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</li> </ul>

Geographical Skills and Fieldwork

<p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p>	<p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p>	<p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>
<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystage;</li> <li><b>b</b> use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li><b>c</b> devise a simple map; and use and construct basic symbols in a key;</li> <li><b>d</b> use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> <li><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li><b>b</b> use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li><b>c</b> use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li><b>b</b> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li><b>c</b> use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>