

## Geography 'Key Concepts' and Progression Document

	EYFS	Key Stage 1	Lower KS2	Upper KS2
<b>Location Knowledge</b>	<p>Children know about similarities and differences in relation to places.</p> <p>They talk about the features of their own environment and how environments vary from one to another.</p>	<p>Understand how some places are linked to other places e.g. roads, trains.</p> <p>Name and locate the World's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p>Name, locate and identify the characteristics of the seas surrounding the UK.</p>	<p>Identify where countries are within the UK and key topographical features.</p> <p>Name and locate the cities of the UK.</p> <p>Recognise the different shapes of the continents.</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Identify where countries are within Europe, including Russia.</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know how the locality is set within a wider geographical context.</p>	<p>Identify and describe the significance of the Prime / Greenwich and Meridian and time zones including night and day.</p> <p>Recognise the different shapes of countries.</p> <p>Identify the physical characteristics and key topographical features of the countries within North or South America.</p> <p>Know about the wider context of places e.g. county, region, country.</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p> <p>Know the location of capital cities of countries in the British Isles and the UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.</p>
<b>Place Knowledge</b>		<p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment</p> <p>Suggest ideas for improving the school environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>	<p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Know about the wider context of places – region / country.</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.</p>
<b>Human and Physical Geography</b>		<p>Understand what the weather is like in our country.</p> <p>Understand the different seasons in a year.</p> <p>Understand the dangers of weather</p>	<p>Identify physical and human features of the locality</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe</p> <p>Describe human features of the UK regions, cities</p>	<p>Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>Understand how humans affect the environment over time</p>

		<p>Understand what hot and cold countries are like.</p> <p>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  *key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>and/or counties</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explain about natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world</p>	<p>Know about changes to the world environments over time</p> <p>Understand why people seek to manage and sustain their environment</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>
<b>Fieldwork</b>		<p><u>Gather information</u>  Use basic observational skills</p> <p>Carry out a small survey of the local area/school</p> <p>Draw simple features</p> <p>Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared questions</p> <p>Use a pro-forma to collect data e.g. tally survey</p> <p><u>Sketching</u>  Create plans and raw simple features in their familiar environment</p> <p>Add labels onto a sketch map, map or photograph of features</p> <p><u>Audio/Visual</u>  Recognise a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is seen</p>	<p><u>Gather information</u>  Ask geographical questions</p> <p>Use a simple database to present findings from fieldwork</p> <p>Record findings from fieldtrips</p> <p>Use a database to present findings</p> <p>Use appropriate terminology</p> <p><u>Sketching</u>  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Audio/Visual</u>  Select views to photograph</p> <p>Add titles and labels giving date and location information</p> <p>Consider how photo's provide useful evidence use a camera independently</p> <p>Locate position of a photo on a map</p>	<p><u>Gather information</u>  Select appropriate methods for data collection such as interviews.</p> <p>Use a database to interrogate/amend information collected.</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching</u>  Evaluate their sketch against set criteria and improve it</p> <p>Use sketches as evidence in an investigation. select field sketching from a variety of techniques</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p><u>Audio/Visual</u>  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</p> <p>Use photographic evidence in their investigations</p>

				Evaluate the usefulness of the images
<b>Map Skills</b>		<p><u>Using maps</u> Follow a route on a map</p> <p>Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Making maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p><u>Using maps</u> Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p><u>Using maps</u> Follow a short route on a OS map</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p><u>Making maps</u> Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p>