

## Geography Progression and Assessment Grids

Purpose of Study				
EYFS Statutory Guidance (Nursery & Reception)		National Curriculum (KS1&2)		
<p><b>Understanding the world</b> involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from <b>visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters</b>. In addition, listening to a <b>broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world</b>.</p> <p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		<p>A high-quality geography education should <b>inspire in pupils a curiosity and fascination about the world and its people</b> that will remain with them for the rest of their lives. Teaching should equip pupils with <b>knowledge about diverse places, people, resources and natural and human environments</b>, together with a deep understanding of the <b>Earth's key physical and human processes</b>.</p> <p>As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the <b>interaction between physical and human processes</b>, and of the <b>formation and use of landscapes and environments</b>.</p> <p>Geographical knowledge, understanding and skills provide the frameworks and approaches that <b>explain how the Earth's features at different scales are shaped, interconnected and change over time</b>.</p>		
Development Matters and National Curriculum Statements				
Nursery	Reception	Key Stage One	Lower Key Stage Two (Year 3/4)	Upper Key Stage Two (Year 5/6)
<p><b>Understanding the World</b> Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people</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>Talk about members of their immediate family and community</p>	<p><b>Understanding the World</b> 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>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p><b>Locational Knowledge</b> -Name and locate the world's seven continents and five oceans. -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>Locational Knowledge</b> -Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. -Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p><b>Locational Knowledge</b> -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. -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 (including day and night).</p>

## Geography Progression and Assessment Grids

Name and describe people who are familiar to them.	<p><b><u>Place Knowledge</u></b>                  -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p><b><u>Place Knowledge</u></b>                  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 and a region within North or South America.</p>	<p><b><u>Place Knowledge</u></b>                  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.  <i>Develop contextual knowledge of the location of globally significant places (terrestrial and marine)</i></p>
	<p><b><u>Human &amp; physical geography</u></b>                  -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.                  -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, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b><u>Human &amp; physical geography</u></b>                  -Describe and understand key aspects of: Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.                  Human geography, including types of settlement and land use including economic activating including trade links.</p>	<p><b><u>Human &amp; physical geography</u></b>                  Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  <i>Understand the processes that give rise to key physical and human geographical features of the world and how these bring about spatial variation and change over time.</i>                  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>
	<p><b><u>Geographical skills and fieldwork</u></b>                  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.                  -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.                  -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.                  -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b><u>Geographical skills and fieldwork</u></b>                  -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.                  -Use the eight points of a compass, four-figure figure grid references, symbols and keys to build their knowledge of the United Kingdom.                  -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  <i>Interpret a range of sources of geographical information including maps, diagrams, globes aerial photographs</i>  <i>Communicate geographical information in a variety of ways</i></p>	<p><b><u>Geographical skills and fieldwork</u></b>                  -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.                  -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.                  -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  <i>Interpret a range of sources of geographical information including maps, diagrams, globes aerial photographs and Geographical Information Systems (GIS)</i>  <i>Communicate geographical information in a variety of ways, including throughout maps, numerical and quantitative skills and writing at length.</i></p>

## Geography Progression and Assessment Grids

		<p>and routes on a map.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
--	--	--	--

Progression of Skills								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>			<p>-Give directions using left/right/near/far/forwards/backwards (Mathematics Mastery link).</p> <p>-Talk about and describe features of the local environment.</p>	<p>-Use simple compass directions (North, South, East and West) to describe the location of features/landmarks on a map.</p> <p>-Locate the major cities of the UK (<i>London, Birmingham, Cardiff, Manchester, Edinburgh, Belfast</i>) on a map.</p> <p>-Name the UK's surrounding seas.</p> <p>-Know the names of ALL oceans and continents.</p>	<p>Locate and name the towns and villages in the local area (<i>Cannock, Lichfield, Chasetown, Hammerwich, Brownhills</i>).</p> <p>-Locate some countries of Europe and their major cities</p> <p>-Identify the position of the equator</p>	<p>-Locate and name the key countries of Europe (<i>England, France, Spain, Germany, Greece, Sweden etc</i>)</p> <p>-Locate some countries of North and South America focusing on major cities.</p> <p>-Identify the position and significance of the equator, Northern and Southern Hemisphere, Arctic and Antarctic circle.</p>	<p>-Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical features and key topographical features (hills, mountains, coasts and rivers).</p> <p>-Name and locate the world's countries using maps to focus on Europe (including Russia)</p> <p>-</p>	<p>-Deepen locational knowledge of the world's countries and environmental regions, including polar and hot deserts.</p> <p>-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>-Locate and name the key geographical features of the UK taking account of population, economic activity and transport systems.</p> <p>-Suggest ways in which a location may develop and change in the future, based on factual information.</p> <p>-Identify and locate hot and cold areas of the world in relation to the Equator, North and South Poles, Northern and Southern Hemisphere, the Arctic and Antarctic Circles and the Tropics of Cancer and Capricorn.</p>

## Geography Progression and Assessment Grids

								<ul style="list-style-type: none"> <li>- Can locate places studied in relation to the equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone; consider how these fruits could be grown nearer to home).</li> </ul>
<b>Place Knowledge</b>			<ul style="list-style-type: none"> <li>-Give directions using left/right/near/far/forwards/backwards (Mathematics Mastery link).</li> <li>-Talk about and describe features of the local environment.</li> <li>-Label photos and pictures of the local environment.</li> <li>-Talk about similarities/difference within my local environment e.g. the school playground and my local park or my school and my house.</li> <li>-Locate and name the four countries of the UK on a map/globe and their capital cities.</li> <li>-Name the main river running through each UK country.</li> <li>-Know the names of some continents of the world (Europe, North</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and describe the key features of the local area.</li> <li>-Compare and contrast features of known localities (human and physical)</li> <li>-Compare a local city/town in England with a contrasting city in a contrasting non-European country.</li> <li>-Know the names of the continents of the world (Europe, North &amp; South America, Australia).</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and compare features of the local area and a contrasting UK location.</li> <li>-Recognise some of the human and physical geographical features in the local area (River Severn, A5, M6 etc).</li> <li>-Study land use patterns of an area of the UK.</li> <li>-Compare features/landmarks of localities, giving reasons for their similarities and differences.</li> <li>-Compare and contrast localities in the UK.</li> <li>-Compare and contrast the world's seven continents and five oceans.</li> <li>-Study the geographical similarities and differences through the study of human and physical geography of contrasting regions</li> </ul>	<ul style="list-style-type: none"> <li>-Make comparisons of geographical features in different counties (mountains, rivers etc)</li> <li>-Study land use patterns of an area of the UK and say how these have changed over time.</li> <li>-Study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North and South America.</li> <li>-Study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom and a region in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>-Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical features and key topographical features (hills, mountains, coasts and rivers). Study land use patterns of an area of the UK and compare these to another locality in a different country.</li> <li>-Identify human and physical features that have contributed towards the change and development of a locality.</li> <li>-Talk about the way in which the physical location can determine the growth of a settlement or industry.</li> <li>-Study the geographical similarities and</li> </ul>	<ul style="list-style-type: none"> <li>-Study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe or the Arctic and Antarctic circles.</li> <li>-Use scales to calculate distances on different maps of the UK.</li> </ul>

## Geography Progression and Assessment Grids

			<p>&amp; South America, Australia).</p> <ul style="list-style-type: none"> <li>-Talk about different ways to travel e.g. on foot, riding a bike, by car, by train, by bus.</li> <li>-Compare England with a contrasting non-European country in the world (e.g. England compared to India/Australia/Brazil etc...)</li> </ul>		<p>in the United Kingdom and a region in Europe.</p>		<p>differences through the study of human and physical geography of a region of the United Kingdom and a different region.</p>	
<b>Human knowledge</b>			<ul style="list-style-type: none"> <li>-Name and describe key features of the local town or village.</li> <li>-Use simple geographical words to describe human features, e.g. city, town, village, factory, farm, house, office, , shop.</li> <li>-Link human activities to key places, e.g. hospitals, supermarket etc.</li> <li>-Express views on features of the environment of our locality.</li> </ul>	<ul style="list-style-type: none"> <li>-Use given information and observations to ask and respond to questions about the environment,</li> <li>-Recognise how people affect the environment.</li> <li>-Use some key geographical vocabulary, e.g. town, city, village, port, harbour, quay, lighthouse</li> <li>-From a number of world cities from different continents, identify key features of a city from images or a video</li> <li>-Talk about and describe features/landmarks within the locality, nationally and internationally.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the land use in the local area.</li> <li>-Identify how people both damage and improve the environment.</li> <li>-Talk about and describe the function of features/landmarks within a locality.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify a range of simple human processes, e.g. types of settlement and land use.</li> <li>-Identify simple geographical patterns, e.g. hotels on a seafront.</li> <li>-Compare and contrast the geography and human activity of two contrasting locations.</li> <li>-Identify and describe the way in which human processes can change the features of a locality.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify an increasing range of human processes, e.g. economic activity including trade links.</li> <li>-Explain how climate and natural resources influence human activity and economies.</li> <li>-Explain the effect of commercial and industrial activity on the environment and ways of improving it.</li> <li>-Give simple explanations for the location of human features within a locality.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify a range of human processes e.g. distribution of natural resources including energy, food, minerals and water.</li> <li>-Explain how human settlement and migration has impacted on the land.</li> </ul>
<b>Physical knowledge</b>			<ul style="list-style-type: none"> <li>-Know that some places on earth are vastly different from our local areas.</li> <li>-Compare (similarities/differences) between areas.</li> <li>-Describe the weather in the UK and know weather symbols.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and compare physical features seen in the local environment and another contrastic non-european country.</li> <li>-Use some key geographical vocabulary, e.g. coast, cliff, mountain, river, valley.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise different world climate zones and how they impact on the lives of people who live there, e.g. farming, rainfall, temperature.</li> <li>-Locate and describe physical features of deserts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify a range of simple physical processes, e.g. rivers, mountains.</li> <li>-Describe how physical activity has impacted on or changed the physical and human characters of place in the world e.g.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify an increasing range of physical processes, e.g. volcanoes and earthquakes.</li> <li>-Describe and understand biomes and vegetation belts</li> <li>- Know how these processes give rise to key physical features</li> </ul>	<ul style="list-style-type: none"> <li>-Identify a range of physical processes e.g. climate zones.</li> <li>-Describe and understand biomes and vegetation belts and how these bring about special variation and change over time.</li> </ul>

## Geography Progression and Assessment Grids

			<ul style="list-style-type: none"> <li>-Predict the weather in different seasons.</li> <li>-Talk about the different seasons and the changes that take place in the seasons in the UK.</li> <li>-Express views on features of the environment of our locality.</li> <li>-Use simple geographical words to describe physical features, e.g. beach, cliff, coast, forest, hill, mountain, sea, river, season, weather.</li> </ul>	<ul style="list-style-type: none"> <li>-Say where in the world is hot/cold. Discussing in relation to the equator and the North/South Poles.</li> <li>-Identify patterns. Hot in Summer and start to look at why patterns are starting to become less common due to global warming.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and compare patterns and changes within the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>volcanoes, mountains, earthquakes etc.</li> <li>-Identify and describe the way in which physical processes can change the features of a locality</li> <li>- Explain the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>of the world and how they bring about spacial variation and change over time.</li> <li>-Explain how climate changes at different lines of latitude.</li> <li>- Explain the water cycle and the importance of irrigation and water conservation schemes.</li> <li>-Give simple explanations for the location of physical features within a locality.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the role rivers play in settlements.</li> <li>-Explain the importance of the North Sea and the English Channel as a route for settlement and trade.</li> <li>-Identify and describe the impact of change on the lives of people in a given locality.</li> </ul>
<b>Geographical skills and fieldwork</b>			<ul style="list-style-type: none"> <li>-Recognise that people use maps to find things.</li> <li>-Follow a simple map (e.g. directing a bee-bot to different locations on a bee-bot mat).</li> <li>-Describe my position (Mathematics Mastery link).</li> <li>-Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the surrounding seas. Use simple fieldwork and observational skills to study the geography of our school, the grounds and identify its human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw and read a simple map using clear symbols/key (e.g. map of the school, journey to school etc).</li> <li>-Use aerial photographs and plan perspectives.</li> <li>-Carry out a small local survey. E.g. traffic, litter, land use.</li> <li>-Identify geographical features on a large-scale map.</li> <li>-Use simple fieldwork and observational skills to study the geography of our school, the grounds and identify human and physical features of it's surrounding environment.</li> <li>-Use world maps, atlases and globes to identify world countries, continents and oceans.</li> <li>-Use 4 compass points to describe the location and features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>-Map a small area of the locality using simple symbols and a key.</li> <li>-Carry out a small local survey. E.g. traffic, litter, land use.</li> <li>-Identify a range of geographical features on a map.</li> <li>-Create a simple map of a familiar location using symbols and a simple key to represent landmarks. -</li> <li>-Use the 8 points of the compass to describe the location of features/landmarks and routes on a map.</li> <li>-Use world maps, atlases and globes to identify UK countries, counties and capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>-Use different maps of the local area to locate places and map journeys including Ordnance Survey.</li> <li>-Use simple geographical vocabulary e.g. country, city, climate, landscape.</li> <li>-Follow a route on a map from a familiar location to another within the local environment using four-figure grid referencing and/or 8 points of a compass.</li> <li>-Plan and follow a route using an Ordnance Survey map.</li> <li>-Use world maps, atlases and globes and computer mapping to locate cities/towns and countries in Europe.</li> <li>-Interpret a range of sources (maps, diagram, globes, aerial photographs) and communicate information in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate findings using geographical terms e.g. land use, settlement, location.</li> <li>-Use lines of latitude and longitude to locate places.</li> <li>-Map a route to another location in the UK using six-figure grid referencing.</li> <li>-Create a map of the local environment using symbols, a key and four-figure grid referencing.</li> <li>- Use world maps, atlases and globes and computer mapping to locate countries and describe features studied.</li> <li>-Interpret a range of sources (maps, diagram, globes, aerial photographs and <b>GIS</b>) and communicate information in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>-Use detailed maps to explain settlements of England.</li> <li>-Create a map of the local environment using different scales and six-figure grid referencing.</li> <li>-Use six-figure grid reference on Ordnance Survey and eight point compass points on maps to locate positions.</li> <li>-Use a range of equipment and maps to conduct independent fieldwork.</li> <li>-Communicate findings using geographical terms, e.g. climate zones, Mediterranean, polar.</li> <li>-Locate some cities in the UK using six-figure grid referencing.</li> <li>-Map a route to another location in Europe.</li> <li>-Interpret a range of sources (maps, diagram, globes, aerial photographs and <b>GIS</b>) and communicate</li> </ul>

## *Geography Progression and Assessment Grids*

								information through maps, writing and quantitative skills.
--	--	--	--	--	--	--	--	--