

Inspire to Aspire

Nightingale Primary School

Geography Progression of Knowledge and Skills

Nightingale Primary School

EYFS

| National Curriculum Objectives | Locational Knowledge | Human & Physical Features | Exploring and Comparing the Wider World | Fieldwork (and Maps) |
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| <ul style="list-style-type: none"> ○ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; ○ 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. ○ Explore the natural world around them, making observations and drawing pictures of animals and plants; ○ 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; ○ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>Can talk about and describe familiar environments eg their home, their classroom, their school.</p> <p>Know their address and they live/go to school in Eastleigh.</p> <p>Can talk about familiar routes eg their walk to school.</p> | <p>Describe places using their characteristics and simple vocabulary – eg house, street, wood.</p> <p>Can talk about the features of their immediate environment.</p> <p>Make comparisons between familiar places.</p> | <p>Talk about simple features of their own immediate environment and how environments might vary from one another.</p> <p>Look at the wider world on a globe/world map and discuss different countries and their cultures.</p> | <p>Comment on what they have seen/discovered in the world.</p> <p>Explore the use of a map.</p> <p>Identify what a map is.</p> <p>Draw simple maps of their immediate environment.</p> |

Year 1

| National Curriculum Objectives | Locational Knowledge | Human & Physical Features | Exploring and Comparing the Wider World | Fieldwork (and Maps) |
|---|--|--|---|--|
| <ul style="list-style-type: none"> ○ 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. ○ Understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom, and of a small area in a contrasting non-European country. ○ 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, | <p>Locate the worlds seven continents and five oceans.</p> <p>Locate the four countries of the United Kingdom and it's surrounding seas.</p> <p>Locate hot and cold areas of the world.</p> | <p>Describe places using their characteristics and simple vocabulary – eg house, street, wood.</p> <p>Make lists of places with similar characteristics – eg the seaside, towns</p> <p>Talk about places seen in books, videos, internet.</p> <p>Describe different types of buildings.</p> <p>Understand the concept of close and far away.</p> | <p>Can explain where they live and describe some of the physical features.</p> <p>Can identify what they like and don't like about their locality and give reasons why.</p> <p>Can answer some questions using different geographical resources.</p> | <p>Show interest in what they see around them.</p> <p>Record what they have seen, in simple ways.</p> <p>Remember and talk about what was seen.</p> <p>Use digital cameras to record what they see.</p> <p>Collect simple statistics – longest, shortest, highest.</p> <p>Fill in and use a class weather chart.</p> <p>Use simple blocked maps and plans.</p> <p>Make simple plans and talk about them.</p> |

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| <ul style="list-style-type: none">○ harbour and shop.○ 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. | | | | Mark the location of the school on a simple local map. |
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Year 2

| National Curriculum Objectives | Locational Knowledge | Human & Physical Features | Exploring and Comparing the Wider World | Fieldwork (and Maps) |
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| <ul style="list-style-type: none"> ○ 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. ○ Understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom, and of a small area in a contrasting non-European country. ○ 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: <ul style="list-style-type: none"> ○ Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | <p>Locate the world's seven continents and five oceans.</p> <p>Locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South poles.</p> | <p>Recognise characteristic physical and human features of places – built up, noisy, busy...</p> <p>Identify parts of some physical features – eg coast.</p> <p>Understand similarities and differences in places.</p> <p>Use aerial photographs to identify land use and other geographical features.</p> <p>Know that places are linked by paths or roads.</p> <p>Know that places are linked by paths or roads.</p> <p>Express views about local area and environment.</p> | <p>Can label a diagram or photograph using some geographical vocabulary.</p> <p>Can describe a locality.</p> <p>Can identify key features of a locality by using a map.</p> | <p>Ask simple geographical questions.</p> <p>Take and use digital photographs.</p> <p>Make detailed sketches whilst on fieldwork and/or draw labelled diagrams.</p> <p>Discuss changes in weather and seasons from a chart.</p> <p>Use tally charts and simple tables to collect information.</p> <p>Identify features on a map.</p> <p>Know the main aspects of the British Isles using maps.</p> <p>Draw simple maps and plans, sometimes with keys.</p> |

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| <ul style="list-style-type: none"> ○ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ○ 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>Use vocabulary of size to classify – village town, city, etc</p> | | <p>Mark some locations on a map of UK – our town, our school visit, my holiday.</p> <p>Identify the main regions of the world – continent, equator, tropics.</p> <p>Begin to use concepts of North, South, East and West.</p> |
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Year 3

| National Curriculum Objectives | Locational Knowledge | Human & Physical Features | Exploring and Comparing the Wider World | Fieldwork (and maps) |
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| <p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical region 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.</p> <p>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> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</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>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.</p> <p>Express views and recognise how people affect the environment, summarising the issues</p> <p>Suggest ways of improving local environment</p> <p>Understand how weather changes an environment</p> <p>Know the difference between weather and climate</p> <p>Suggest ways towards a reduction in climate change</p> | <p>Select geographical vocabulary independently to describe and compare localities.</p> <p>Identify that localities may have similar and different characteristics.</p> <p>Use and compare two maps explaining the purpose of each.</p> <p>Locate geographical region of the United Kingdom, 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.</p> | <p>Use prediction and prior knowledge to find out about unknown places, and combine this with observation.</p> <p>Use a range of primary and secondary sources, including the internet, books & Google Earth</p> <p>Suggest own ways of presenting information, including graphically and in writing</p> <p>Draw maps of local places, including sketches from field work</p> <p>Use and draw maps with a simple key</p> <p>Use maps with simple grid references</p> |

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| <p>Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ○ Physical geography, including: climate zones, biomes and vegetations belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ○ Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 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.</p> <p>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.</p> | | | | <p>Work out routes on maps and plans</p> <p>Find longest and shortest routes using maps</p> <p>Plan routes using 4 points of the compass</p> |
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Year 4

| National Curriculum Objectives | Locational Knowledge | Human & Physical Features | Exploring and Comparing the Wider World | Fieldwork |
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| <p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical region 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.</p> <p>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> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</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>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.</p> <p>Understand the different uses of different places</p> <p>Understand links between physical and human features</p> <p>Describe and identify how a place has changed</p> | <p>Explain how a locality has changed over time with reference to physical features and human features.</p> <p>Understand that different places may have similar / different characteristics and give reasons for these.</p> <p>Understand how economic development can change a place.</p> <p>Exploring North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> | <p>Draw on own knowledge and understanding when setting up a field work investigation</p> <p>Examine, question, analyse what is discovered, using a range of evidence</p> <p>Discriminate between different sources of information</p> <p>Test conclusions for accuracy</p> <p>Read and use the symbols on an OS map</p> <p>Use four figure grid references to locate points on a map</p> <p>Identify time differences around the world</p> <p>Plan a route and work out distance using map scales</p> |

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| <p>Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">○ Physical geography, including: climate zones, biomes and vegetations belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.○ Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use eight points of a compass, four and six-figure grid references, symbols and key (including the sue of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including skitch maps, plans and graphs, and digital technologies.</p> | | | | <p>Use contents and index pages of an atlas</p> |
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Year 5

| National Curriculum Objectives | Locational Knowledge | Human & Physical Features | Exploring and Comparing the Wider World | Fieldwork |
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| <p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical region 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.</p> <p>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> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North and South America.</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>Name and locate counties and cities of the United Kingdom.</p> <p>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> | <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America</p> <p>Begin to understand geographical pattern – e.g. industry by a river</p> <p>Describe and begin to explain patterns and physical and human changes</p> | <p>Explain how a locality has changed over time with reference to physical features and human features.</p> <p>Understand that different places may have similar / different characteristics and give reasons for these.</p> <p>Describe how change can lead to similarities between different places</p> <p>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>Suggest suitable questions for a field work study</p> <p>Rank information found into order of importance</p> <p>Come to accurate conclusions, using information</p> <p>Make careful measurements - e.g. rainfall, noise level, distance</p> <p>Collect statistics about people and places</p> <p>Begin to use a range of graphs, including pie charts</p> <p>Work out a journey time, using their knowledge of time zones</p> <p>Use and understand simple scale</p> |

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Year 6

| National Curriculum Objectives | Locational Knowledge | Human & Physical Features | Exploring and Comparing the Wider World | Fieldwork |
|--|--|---|--|---|
| <p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical region 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.</p> <p>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> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</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>Name and locate counties and cities of the United Kingdom.</p> <p>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> | <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America</p> <p>Suggest how human activities can cause changes to environment and to the different views people hold</p> <p>Recognise dependent links and relationships in both human and physical geography</p> <p>Make a plausible case for environmental change</p> <p>Interpret other people's arguments for change, analysing and evaluating their viewpoints</p> | <p>Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features.</p> <p>Explain the links between human and physical geographical processes and how these may affect the future.</p> <p>Explain a range of geographical processes and the effects on people and places.</p> | <p>Suggest suitable questions for a field work study</p> <p>Rank information found into order of importance</p> <p>Come to accurate conclusions, using information</p> <p>Make careful measurements - e.g. rainfall, noise level, distance</p> <p>Collect statistics about people and places</p> <p>Begin to use a range of graphs, including pie charts</p> <p>Use 6 figure grid references</p> <p>Can use a compass to follow a route confidently and accurately;</p> |

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