

Hedon Primary School Geography Progression of Knowledge

	EYFS	KS1				KS2					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Locational Knowledge	<p>22 - 36 months – Notice detailed features of objects in their environment.</p> <p>30-50 months – Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the thing they have observed such as plants, animals, natural and found objects.</p> <p>Develop understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Name and locate the world's 7 continents and 5 oceans understanding the terms 'continent' and 'ocean'.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Name and locate where we live – England, East Riding, Hedon.</p> <p>Compare where Hedon and London are on a map.</p>	<p>Locate Europe and countries in Europe including Italy.</p> <p>Name and locate counties and cities of the United Kingdom.</p>	<p>Begin to name and locate the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Name and locate some well-known regions and countries of Europe already studied.</p> <p>Identify and use the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere</p>	<p>Use maps and globes to locate the main countries in Europe, naming most from memory. Use maps and globes to locate Russia in relation to Europe.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Develop the skill of identifying the position of countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere.</p> <p>Begin identifying the position of countries studied in relation to the Tropics of Cancer and Capricorn, The arctic and Antarctic circle, time zones and the prime/Greenwich Meridian.</p>	<p>Use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries of North and South America.</p> <p>Make connections between the Equator and the tropics and North and South America.</p> <p>Compare two different regions of either North America or South America.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Begin identifying the position of countries studied in relation to the Tropics of Cancer and Capricorn, The arctic and Antarctic circle, time zones and the prime/Greenwich Meridian.</p>				
Place Knowledge	<p>40 -60 months – Look closely at similarities and differences, patterns and change.</p> <p>ELG – Children know about similarities and differences in</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Recognise and talk about the key features and places in the local environment.</p> <p>Identify the key features of a location in order to say if it is a city, town, village, coastal or rural area.</p>	<p>Identify the UK's geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Identifying Egypt's main human and physical features, weather patterns, temperatures and populations. Make comparisons to where we live.</p> <p>Understand how places studied have changed over time; beginning to identify</p>	<p>Understand and study how places studied have changed over time (identifying the main differences between human and physical characteristics) and how they continue to change due to human and physical impact.</p> <p>Study and describe the significant human and physical features of two places in the UK – Whitby and Hedon.</p>	<p>Compare a region in UK with a region in North or South America with significant differences and similarities.</p> <p>Understand some of the reasons for similarities and differences.</p> <p>Study the significant physical and human features of countries/regions in other parts of the world.</p>				

	<p>relation to place and objects. They talk about features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Play and exploring: Showing curiosity about objects, events and people.</p> <p>Using senses to explore the world around them.</p> <p>Creating and Thinking Critically: Making links and noticing patterns in their experience.</p> <p>Developing ideas of grouping,</p>						<p>the main differences between human and physical characteristics.</p>			<p>Children to be able to identify main capital cities/oceans.</p> <p>Understand the significance of latitude and longitude.</p>	
Human & Physical Geography		<p>Understand the 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 – Alaska, Kenya and Hull.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Explain the main features of a hot and cold place.</p>	<p>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 Australia and Hull.</p> <p>Use simple geographical vocabulary to identify key human and physical features of the seaside.</p> <p>Use basic geographical vocabulary to refer to physical and human key features.</p>	<p>Understand the types of settlements in Early Britain linked to History.</p> <p><u>Volcanoes and Earthquakes</u> Identify what a volcano/ earthquake is. Describe how volcanoes/ earthquakes are created. Identify the physical features of a volcano/ earthquake. Name and locate some world famous volcanoes.</p> <p>Describe how the locality around the school has changed over time with relation to Yorkshire trade links and The Docks.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts (link to work on Egypt).</p> <p><u>Water Cycles</u> Identify what a water cycle is. Identify the main features of water cycles.</p> <p><u>Rivers</u> Identify what a river is. Identify the main features of a river.</p>	<p>Describe and understand the key human features of a locality- 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>Explain how physical and human activity has impacted on areas of the world.</p> <p><u>Mountains</u> Identify what a mountain is and how they are formed.</p> <p>Explain the differences between the formation of mountains and volcanoes.</p> <p>Discuss the difference between convergent and divergent formations.</p> <p>Identify well known mountains.</p> <p>Identify the key physical features of a mountain.</p>	<p>Describe and understand key aspects of physical geography, including: rivers and the water cycle.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Report on ways in which humans have both improved and damaged the environment.</p> <p>Identify key environmental issues.</p> <p><u>Rivers and water cycle</u> Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability-energy, food and minerals.</p>				

<p>Geographical Skills & Field work</p>	<p>sequences, cause and effect.</p>		<p>Use world maps, atlases and globes to identify the 7 continents and 5 oceans along with pinpointing the United Kingdom.</p> <p>Point out the equator, north pole and south pole on a globe or map.</p> <p>Make observations about where things are.</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards to describe the location of features and routes on a map.</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> <p>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.</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 maps and globes to locate the four countries and surrounding seas of the UK and its position in the world.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Draw diagrams, produce writing and use the correct vocabulary.</p> <p>Use fieldwork to observe and record 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>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use 4 compass points accurately.</p> <p>Use grid references to locate features on a map confidently.</p> <p>Begin to recognise symbols on an OS map</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p>		<p>Begin to suggest questions for investigating.</p> <p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record 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>Compare maps with aerial photographs.</p>	<p>Suggest questions for investigating.</p> <p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions identify patterns and explain reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record 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>Extend to 6 figure grid references.</p> <p>Report on the effects of environmental change on themselves and others.</p>
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