

Ravenscroft Community Primary School
Progression in Geography

		Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
EYFS	N	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places. • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Make imaginative and complex 'small worlds' with blocks & construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g., rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment. 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities and differences.
	R	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g., 'town,' 'village,' 'road,' 'path,' 'house,' 'flat,' 'temple' and 'synagogue', to help make distinctions in their observations. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps. • Encourage the use of words that help children to express opinions, e.g., 'busy,' 'quiet' and 'pollution.' • Recognise some similarities & differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions. 	<ul style="list-style-type: none"> • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" • Draw information from a simple map. • Interpret range of sources of geographical information, including maps, globes, photographs.

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Key Stage 1	Y1	<ul style="list-style-type: none"> Locate the school in the local area. Name and locate on a map, the countries of the United Kingdom and the main seas. Name and locate on a map, capital cities of the United Kingdom, including famous landmarks. 	<ul style="list-style-type: none"> Understand the differences between a town and the countryside. Compare two capital cities. 	<ul style="list-style-type: none"> Understand what the weather is like in our country. Use key words and symbols to describe the weather. Record weather patterns. Understand the different seasons in a year. Identify hot and cold countries. Describe using basic geographical vocabulary, key features of the countries of the United Kingdom. 	<ul style="list-style-type: none"> Understand what an aerial view shows. Use map skills to locate hot and cold places. Draw a simple map. Understand and describe the route they take to school. Begin to recognise simple map symbols. Use positional language and the four points of a compass.
	Y2	<ul style="list-style-type: none"> Name and locate the seven continents of the world. Name and locate the five oceans. Name and locate China on a world map/globe. Locate the equator, North and South Pole, the Arctic and Antarctic on a globe. 	<ul style="list-style-type: none"> Compare and contrast life in different settings - comparison of Kirkby to non-European country. Understand the different types of farming in China. 	<ul style="list-style-type: none"> Describe the key features of the North Pole. Describe the key features of the South Pole. Understand and describe the differences between hot and cold areas of the world. 	<ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features. Devise a simple map. Construct and use basic symbols in a key. Use positional language and the four points of a compass. Use 2 figure grid references.

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Lower Key Stage 2	Y3	<ul style="list-style-type: none"> • Locate the North West region, its counties and major cities. • Locate the East of England and the county East Anglia. • Name and locate on a map, UK mountains and mountain ranges – including the location of the 6 tallest mountains in the world, Europe and UK. • Locate volcanoes on a of the world map. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> • Describe the key features of the North West region. • Describe the key features of East Anglia. • Compare the human and physical geography of two contrasting regions of the UK (North West and East Anglia). 	<ul style="list-style-type: none"> • Describe how mountains and mountain chains are formed. • Understand and describe how weather on a mountain changes through the seasons and with altitude, and how this affects human activity. • Understand and describe the causes of earthquakes and where they mainly occur. • Describe how volcanoes are formed. • Identify and describe the uses of technology in the locality. 	<ul style="list-style-type: none"> • Plan and follow a route in the locality to identify uses of technology. • Create maps and plans of their locality using OS symbols. • Record and present findings from fieldwork using a range of methods including sketch maps and graphs. • Draw conclusions about the use of technology in the locality. • Understand and use the eight points of a compass and 4 figure grid references.
	Y4	<ul style="list-style-type: none"> • Locate the boundaries of different European countries on a map of Europe. • Can locate on maps, at a variety of scales: Europe, the UK, Spain and other physical features. • Locate Catalonia on a world map. • Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. 	<ul style="list-style-type: none"> • Describe Spain's landscape, climate and major industries including tourism, festivals and food. • Identify similarities and differences between Spain and another country. 	<ul style="list-style-type: none"> • Understand about the Earth's atmosphere, the gases in the atmosphere and the different layers. • Understand what fossil fuels are and how they are formed. • Describes the difference between renewable and non-renewable energy sources. • Identify and describe the signs of global climate change and some of the ways in which it may affect people and the environment. • Describe and understand key aspects of climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> • To gather information using digital sources. • Use the eight points of a compass and 4 figure grid references to plan a route. • Use digital technology to record changes in the locality. • Analyse and interpret information and data gathered during fieldwork. • Present information and categorise changes that have been observed in the locality.

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Upper Key Stage 2					
	Y5	<ul style="list-style-type: none"> • Compare 2 different regions in the UK -rural/urban. • Consider the location of global companies and recognise that they trade in countries located all over the world. • Locate the source of a range of food products. • Locate the countries that the UK exports goods to. • Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude. 	<ul style="list-style-type: none"> • Understand the factors involved in the growth of a settlement. • Identify the differences and similarities between urban and rural land use in a region of the UK. • Understand how trade connects different countries. 	<ul style="list-style-type: none"> • Knows that landscapes are continually changing and explore the reasons why. • Compare land use maps of UK from past with the present, focusing on land use. • Identify types of settlement and their key functions. • Understand how settlements are interconnected. • Describe how and why trade has become increasingly global. • Understand how trade connects different countries. • Describe how natural resources and climate determine where our food comes from. 	<ul style="list-style-type: none"> • Use a map to identify settlements and explore the reasons for their locations. • Use the eight points of a compass, 6 figure grid references, symbols and key. • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and calculate distances travelled by products using map scale. • Use fieldwork to observe, measure and record the human and physical features in the local and surrounding areas using a range of methods, including sketch maps, plans and graphs and digital technologies. • Use research and enquiry skills to discover more about trade through time. • Present data related to global trade in table and graph form, drawing conclusions on which country the UK exports the most to.

Upper Key Stage 2	Y6	<ul style="list-style-type: none"> • Locate the continent South America and the country Brazil using maps, atlases and globes. • Locate geographical regions of Brazil. • Locate the Amazon Rainforest. • Name and locate the major rivers of the UK, their sources and mouths. • Name the six major world rivers and four major rivers in Europe. • Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate and vegetation. 	<ul style="list-style-type: none"> • Compare the climate of Brazil with that of the UK. • Understand the geographical similarities and differences through the study of urban and rural areas in Brazil. • Understand the similarities and differences of the lives of the people living in Brazil, demonstrating an understanding of the push and pull factors. 	<ul style="list-style-type: none"> • Describe the types of settlement and land use, economic activity and tourism of Brazil. • Understand how Brazil contributes to the distribution of natural resources including energy, food and minerals. • Describes the processes involved in the water cycle. • Understands the journey of a river from source to mouth, using key geographical vocabulary. • Identify and discuss 2 key geographical issues in the local area. 	<ul style="list-style-type: none"> • Use climate data to create graphs for a range of environmental regions in Brazil. • Use maps and digital/computer mapping to locate urban and rural areas. • Use maps and aerial photographs to identify the different phases of the course of a river. • Use the eight points of a compass, 6 figure grid references, symbols and key. • Plan fieldwork based on a geographical issue in the local area. • Use fieldwork to observe, measure, record and present the human and physical features in the local area. • Analyse and interpret information/data gathered from their enquiry.