WEEKE PRIMARY SCHOOL- PROGRESSION OF KNOWLEDGE AND SKILLS IN GEOGRAPHY							
Curriculum area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical and map Skills	Provide play maps and small world equipment for children to create their own environments.	-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike -Draw picture maps of imaginary places and from stories. -Talk about own maps.	-Use North, South, East and West to describe locations and when following directions. -Use simple grid labels (e.g B3, E6) -Use class agreed symbols on simple map. -Make a representation of a real or imaginary place. -Use a simple atlas -Plot a simple journey on a map (imagined or real place)	-Use 8 compass points to describe locations and as directions. -Teach 4-digit grid references. Introduce need for standard symbols. -Read symbols on maps and locate rivers, mountains and cities. -Use an atlas to plan a route across European countries.	-Revise 8 compass points. -Revise 4-digit grid references. -Introduce the need for a key and use standard symbols. -Make own maps of real places with increasing accuracy.	-Use 8 compass points. -Introduce 6-figure grid references to locate features on maps. -Read OS maps at different scales. -Draw maps using OS map symbols. -Introduce Digimaps -Plan a route for a longer journey. -Compare maps with aerial photo/satellite image.	-Use 8 compass points and 6-figure grid references with confidence. -Use 6 figure grid references to locate features on OS maps. -Use scale to measure a straight line on an OS map.
Enquiry skills	-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Talk about the features of their own immediate environment and how environments might vary from one another.	-Use resources provided and their own observations to respond to questions about places.	-Select information from resources provided. -Use this information and their own observations to ask and respond to questions about places.	-Use sources of evidence to respond to a range of geographical questions. -Offer reasons for some of their observations and judgements about places. -Offer explanations for the location of some human and physical features in different localities.		-Draw on knowledge and understanding to select and use appropriate skills and evidence to help them investigate places and themes. -With guidance, present findings graphically and in writing.	-Identify relevant geographical questions. -Draw on knowledge and understanding to select and use appropriate skills and evidence to help them investigate places and themes. -Reach plausible conclusions and present their

							findings both graphically and in writing.
Field Work	-Encourage awareness of features of the environment in the setting and immediate local area, e.g. FS area, and school grounds. -Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.	-Use simple fieldwork and observational skills (sketch maps, tally charts for observation) to study the geography of their school, its grounds, local area and a non-local area (Southsea)		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, tally charts and digital technologies. (Rural/urban land use walk)		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, graphs, digital technologies and other fieldwork techniques (Y5 ?, Y6 River study)	
Locational knowledge		-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 -Introduce language of CLOCC To describe Florida/Southsea	-Use atlases and Google Earth to locate UK, France, Portugal, Spain, Germany (Spain topic) and Iceland and Scandinavian countries (Iceland topic). -Use Atlases to find capital cities. -Use maps to find major cities in Spain. -Learn key human and physical features of Andalucía and Iceland.	-Use atlases and Google Earth to locate the countries of South America. Learn key physical and human characteristics, countries, and major cities of Brazil. Equator Hemispheres Tropics -CLOCC: Describe location of Brazil/Manaus/Rio	-Use atlases and Google Earth to extend knowledge of European countries from Year 3 adding Greece, Italy, Russia, Ukraine and Scandinavia. -Use Atlases to find capital cities. -Use maps to find major cities in Greece and Russia. -Learn key human and physical features of Greece and Russia	-Use atlases and Google Earth to locate the countries of North America. Learn key physical and human characteristics, countries, and major cities of USA Equator Hemispheres Tropics Longitude and latitude Time zones

				Equator Hemispheres Arctic circle CLOCC: Describe location of Iceland and Andalucía.	Including time zone Describe the location of Egypt/Cairo/the Nile.	Name and locate counties and cities and regions of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Equator, Hemispheres, Longitude and latitude Prime meridian Time zones CLOCC: Describe location of Greece and Russia Describe location of Winchester	-CLOCC: Describe location of chosen region, including time zones.
Place knowledge		-Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Florida)	-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Southsea)	-Understand geographical similarities and differences through the study of human and physical geography of Andalucía. -Use aerial photos to compare Malaga/Andalucía	-Understand geographical similarities and differences through the study of human and physical geography a region of Brazil -Use aerial photos and Google Earth.	-Investigate similarities and differences in human and physical geography comparing a region of Russia and Greece to a region in the UK. -As above for regions of UK	-Investigate similarities and differences in human and physical geography comparing a region of the USA to the UK -Use a range of sources of information,

				to Southampton/ Hampshire. Make observations about land use.		-Use a range of sources of information, including graphs, images and themed maps e.g population density/ demographics.	including graphs, images and themed maps e.g population density/ demographics
Human and Physical geography knowledge				-Teach volcanoes -Teach settlements and land use (rural and urban) -Teach natural resources-(fishing, hydrothermal, farming)	-Teach climate zones -Teach biomes -Teach water cycle Develop settlements and land use Develop natural resources (deforestation) mining, agriculture, hydroelectric power)	Develop climate zones Develop Biomes Develop settlements and land use (UK) Develop natural resources- Energy, minerals, oil/gas Teach economic activity and trade links (import/exports, tourism etc)	Teach rivers in depth Develop land use, Economic activity/trade links Natural resources (energy, food, minerals, water) - Teach earthquakes