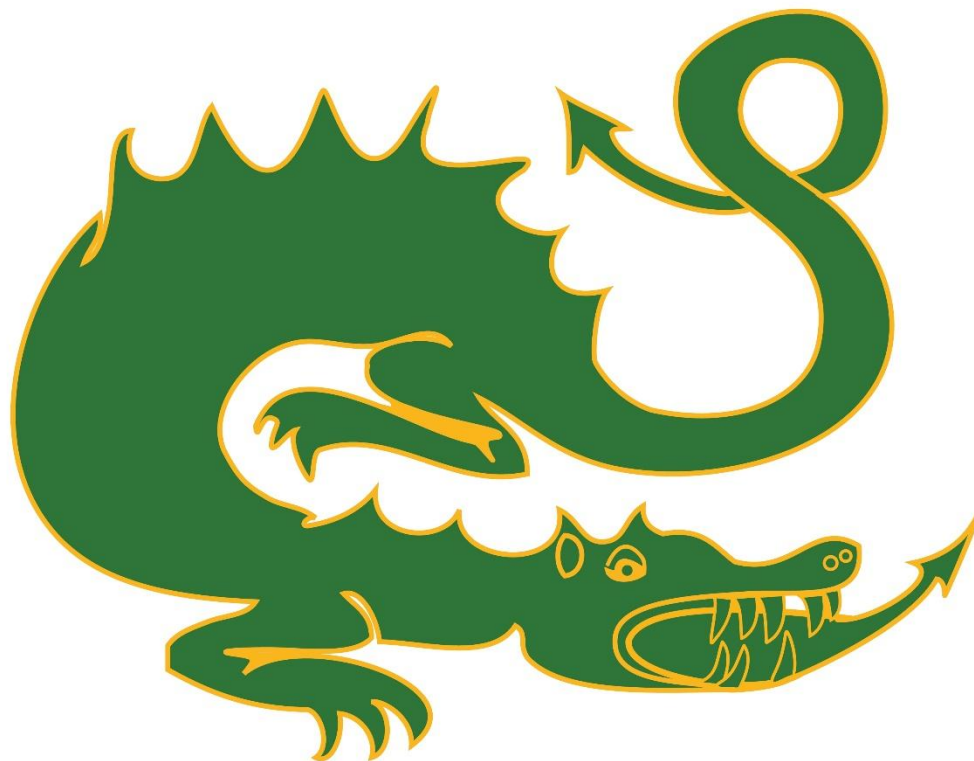


Leechpool Geography Knowledge and Skills Progression



Geography: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><u>Understanding the World</u></p> <p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 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. 	<p><u>Locational knowledge</u></p> <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. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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><u>Place knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences
<p><u>The Natural World</u></p> <ul style="list-style-type: none"> 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><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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>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</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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
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Skills Map – Geography

Early Years – Geography

Investigating Places	Investigating Patterns	Communicate Geographically
I can recognise differences between my local area and other places I have visited.	I can observe and describe daily and seasonal weather.	I can use basic geographical vocabulary to refer to position.
I can recognise differences between my local area and other places I have seen in a book.	I can talk about changes in weather and how it affects what I do.	I can use basic geographical vocabulary to refer to everyday physical features (beach, woods, mountain, sea etc.)
I can recognise similarities between my local area and other places I have visited.	I can recognise how weather patterns change over time, such as observing how the weather changes throughout the day or across the seasons.	I can use basic geographical vocabulary to refer to everyday human features (town, city, schools, shop, office etc.)
I can recognise similarities between my local area and other places I have seen in a book.	I can identify patterns in the environment, like day and night or seasonal changes in trees and plants.	
I can use simple fieldwork to observe the geography of my school and grounds.		

Skills Map – Geography		
Year 1		
Investigating Places	Investigating Patterns	Communicate Geographically
<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can name the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can identify geographical differences through studying the human geography of my local area (Horsham).</p> <p>I can identify geographical differences through studying the physical geography of my local area (Horsham).</p> <p>I can identify geographical similarities through studying the human geography of my local area (Horsham).</p> <p>I can identify geographical similarities through studying the physical geography of my local area (Horsham).</p>	<p>I can sequence and describe seasonal weather patterns in the United Kingdom.</p> <p>I can identify and explain differences in daily weather patterns and how they change over time.</p> <p>I can recognise and talk about hot and cold areas of the world, in relation to the Equator and the North and South Poles.</p>	<p>I can use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p>I can devise a simple map; and use and construct basic symbols in a key.</p> <p>I can use basic geographical vocabulary to refer to: Physical features (river, desert, cliff, forest)</p> <p>I can use basic geographical vocabulary to refer to: Human features (village, factory, farm, house)</p> <p>I can use locational and directional language (e.g., near, far, left, right) to describe places and routes on a map.</p>

Skills Map – Geography		
Year 2		
Investigating Places	Investigating Patterns	Communicate Geographically
<p>I can name and locate the seven continents and five oceans of the world.</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can recognise similarities and differences between my local area and a small area in a contrasting non-European country, and understand how these places have changed over time.</p> <p>I can describe how human activities and features in my local area have changed over time, such as changes in buildings or land use.</p>	<p>I can describe how weather patterns change daily, seasonally, and over time, and how this affects human activities, like what people wear or do.</p> <p>I can identify weather patterns in different continents and explain how they affect everyday life.</p>	<p>I can use simple maps, globes, and atlases to locate continents, oceans, and countries.</p> <p>I can use basic geographical vocabulary to describe physical features (e.g., ocean, desert, mountain) and human features (e.g., city, village, port).</p> <p>I can create simple maps with basic symbols and a key, using locational language (e.g., near, far, left, right).</p>

Skills Map – Geography		
Year 3		
Investigating Places	Investigating Patterns	Communicate Geographically
<p>I can locate the world's countries focusing on Europe and North and South America, understanding their key physical and human characteristics.</p> <p>I can name and describe key features of the United Kingdom, including cities, regions, and topographical features.</p> <p>I can describe the geographical similarities and differences between a region of the United Kingdom and a region in a European country.</p> <p>I can describe how key physical and human features of places in the United Kingdom and around the world have changed over time due to natural processes (e.g., erosion, river flow) or human activities (e.g., urbanisation, farming).</p>	<p>I can explain the key aspects of physical geography, including climate zones, biomes, mountains, volcanoes, earthquakes and vegetation belts.</p> <p>I can describe the distribution of natural resources, including food, minerals, and water.</p> <p>I can explain how natural processes such as erosion and flooding change landscapes over time, affecting people and places.</p>	<p>I can use two-figure grid references to locate places and begin to use fieldwork techniques such as collecting and recording data through simple sketches, maps, and graphs.</p> <p>I can use symbols and keys (including Ordnance Survey maps) to describe features of the landscape.</p> <p>I can use basic fieldwork skills to observe and measure human and physical features in the local area, recording my findings using maps and graphs.</p>

Skills Map – Geography		
Year 4		
Investigating Places	Investigating Patterns	Communicate Geographically
<p>I can name and locate counties and cities of the United Kingdom, identifying key physical and human characteristics.</p> <p>I can describe how physical features such as rivers, coasts, and mountains have changed over time due to processes like erosion and land use changes.</p> <p>I can explain the geographical similarities and differences between a region in the United Kingdom and a region in a European country.</p> <p>I can explain how cities, towns, and settlements have evolved over time in relation to human activity and geographical changes.</p>	<p>I can explain key physical geography features, such as rivers and mountains, and how they relate to human geography (e.g., trade links, settlements).</p> <p>I can describe how different natural resources are distributed across the world and how this affects human activity.</p> <p>I can summarise the water cycle and its significance to both physical and human geography.</p> <p>I can explain how climate and the availability of natural resources have influenced changes in human settlement and activity over time.</p> <p>I can explain how physical geography features like rivers, mountains, and coasts have changed over time due to natural processes like erosion, flooding, and human use of land.</p>	<p>I can use four grid references to build knowledge of the United Kingdom and the wider world.</p> <p>I can carry out fieldwork to observe, measure, and record changes in physical features over time (e.g., weathering of rocks or changes to local rivers and landforms).</p> <p>I can communicate my understanding of geography using accurate vocabulary and simple geographical terms.</p>

Skills Map – Geography		
Year 5		
Investigating Places	Investigating Patterns	Communicate Geographically
<p>I can name counties and cities of the United Kingdom.</p> <p>I can locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>I can identify and investigate environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and a region within North or South America.</p> <p>I can explain the distribution of natural resources, such as energy, food, minerals, and water, and how they affect human geography.</p> <p>I can explain how climate change affects natural resources like water, food, and energy, and how this impacts human settlement and economic activities.</p> <p>I can identify and explain the significance of time zones, including the Prime/Greenwich Meridian.</p>	<p>I can use maps, atlases, globes, and digital/computer mapping to locate countries and describe the features studied.</p> <p>I can use six-figure grid references, maps, atlases, and digital mapping tools to accurately describe features studied and changes in the environment over time.</p> <p>I can 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, graphs, and digital technologies</p>

Skills Map – Geography		
Year 6		
Investigating Places	Investigating Patterns	Communicate Geographically
<p>I can locate the world's countries, using maps to focus on Europe and investigate differences in human features.</p> <p>I can seek out and analyse information on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>I can give reasons for the location of settlements and land use, including how trade links and the distribution of natural resources affect economic activity.</p> <p>I can explain and compare climate zones, biomes, and vegetation belts, including the key features of rivers, mountains, volcanoes, and earthquakes.</p> <p>I can compare the impact of geographical processes (e.g., volcanic eruptions, earthquakes) on different regions, and analyse how communities adapt to these changes over time.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, and eight-figure grid references, symbols, and keys to interpret Ordnance Survey maps and build my knowledge of the UK and wider world.</p> <p>I can use fieldwork skills to observe, measure, and record human and physical features, creating detailed sketch maps, graphs, and utilising digital technology.</p>

Geography: VOCABULARY MAP

EYFS	KEY STAGE ONE		KEY STAGE TWO			
<p>EYFS Here There Same Different Farm House/Home Shop Map Country Beach Woods Sea Town City Weekend Weather Hot Cold Rain Sun Snow Wind Autumn Winter Summer Spring Season Month Year</p>	<p>Year 1 Compass Direction North South East West Key Symbol Village Building Factory Office Journey Cliff Forest Hill River Coast Harbour Soil Globe Atlas Flag Landmark Atlas Globe</p>	<p>Year 2 Continent Europe Africa Asia North and South America Antarctica Ocean Pacific Atlantic Indian Arctic Antarctic Environment Beyond Further Furthest High Low Route English Channel Atlantic Ocean Poles Peninsula Temperature Thermometer Desert Mountain</p>	<p>Year 3 Reference Area Energy Climate Volcano Earthquake Epicentre Tectonic Rocks Igneous Metamorphic Sedimentary Mantle Crust Outer core Inner core Fossils Biome Rainforest Equator Tropics/Tropical Canopy Emergents Shrub layers Settlement</p>	<p>Year 4 Feature Characteristic Classify Symbols Natural resources Reusable Property Time zone Economic Statistics Capacity Compare Contrast Water cycle Condensation Evaporation Rainfall Moisture Infiltration</p>	<p>Year 5 Population European countries/capitals Trade Finance Retail Industrial Employment 7 Wonders Taj Mahal Colosseum Chichen Itza, Machu Picchu Christ the Redeemer Petra Great Wall of China Ancient Pyramids of Giza Burj Khalifa Shanghai Tower Lotte World Tower One World Trade Centre Amazon Nile Yangtze Mississippi Yenisei Himalayas Karakoram Southern Great Escarpment Andes Rockies</p>	<p>Year 6 Infrastructure Distribution Latitude Longitude Hemisphere Tropic of Cancer Tropic of Capricorn Tropic Zone Arctic Circle Antarctic Circle Amazon rainforest Congolese New Guinea Borneo Sumatran Square Kilometres Precipitation Capital cities (Egypt – Cairo, Nigeria – Abuja) River Nile Mediterranean Sea Oasis Fertile Area Demographic Ethnically diverse Ordinance Survey River Arun Sketch Map Human feature Physical feature Fieldwork 8 point compass</p>

