



# Backworth Park Primary School Knowledge and Skills Progression Grid Geography

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
EYFS	<p>Look at maps of places (on displays, in books, online).</p> <p>Creates imaginary worlds.</p> <p>Look at and recognise places on maps, globes and atlases.</p> <p>Name some familiar places that children have visited e.g. London, Newcastle, Spain.</p> <p>Observe, find out about and identify features in the place they live and in the natural world (visits, picture and maps).</p>	<p>With an adult, draw/create simple maps.</p> <p>Understand the school boundaries (inside and outside).</p> <p>Follow a natural trail outside with directional arrows made with sticks and leaves.</p> <p>Draw simple plans and maps of a known area/made up place and talk about them, adding key signs and features.</p> <p>Start to use directional language to follow a route e.g. walk around the school, walk to the park.</p> <p>Know the immediate surroundings of the school.</p>	<p>Comment and ask questions about the local environment using simple geographical vocabulary – e.g. street, house, forest, school.</p> <p>Talk about a place that they have visited.</p> <p>Identify who lives in their home and discuss their family.</p> <p>Be aware of changes in weather.</p> <p>Risk assess the outside environment with adult support.</p> <p>Express opinions on natural and built environments.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and simple maps.</p> <p>Know some similarities and differences between contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Know that Newcastle/Northumberland is in England/UK-Discuss the weather and the changes within it, linking to seasons e.g. the leaves fall off the trees in Autumn.</p>	<p>Enjoy and explore books about the world including atlases.</p> <p>Explore the immediate environment and talk about how we look after it eg picking up litter, not picking flowers etc.</p> <p>Talk about features in their environment they like and dislike.</p> <p>Use appropriate vocabulary.</p> <p>Answer open-ended questions with support – “How can we?” “What would happen if?”</p> <p>Talk about and describe their immediate environment using knowledge from visits, observation, discussion, stories, non-fiction texts, pictures and maps.</p> <p>Use positional language when describing where something is or explaining an area on a map e.g. there, up, down, left, right, behind, next to.</p> <p>Explore aerial maps and photographs of school and local area and discuss where children have visited or where they live.</p>



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			<p>Discuss the weather in Newcastle in relation to other places.</p> <p>Discuss seasonal patterns in relation to plants and animals.</p>	
Year 1	<p>Record what they have seen in simple ways including diagrams with labels.</p> <p>Recall and report what they have seen/information they have collected.</p> <p>Take photographs and record what they have seen.</p> <p>Collect data using simple charts and tables.</p>	<p>Fill in and use a class weather chart, and discuss changes in weather and seasons.</p> <p>Explore maps, globes and atlases.</p> <p>Start to explore aerial photographs.</p> <p>Draw simple plans and maps of a known area/made up places and talk about them.</p> <p>Create a plan to mark a known route.</p>	<p>Mark the location of a school on a simple local map.</p> <p>Identify where they have been on holiday using a map.</p> <p>Know the main aspects of the British Isles using maps.</p> <p>Identify, and with support label the world's continents and oceans.</p> <p>Describe places using their characteristics and simple geographical vocabulary – e.g beach, forest, river, city, village, office.</p>	<p>Describe physical and human features of different areas using some geographical vocabulary.</p> <p>Make lists of places with similar/different characteristics – e.g. the seaside and towns.</p> <p>Talk about places seen in books, videos, and internet.</p> <p>Describe different types of buildings.</p> <p>Understand the concept of close and far away.</p> <p>Understand and use directional language, forwards, backwards, left and right.</p> <p>Know that places are linked by paths or roads.</p>
Year 2	<p>Use a range of sources to devise relevant geographical questions and investigate these.</p> <p>Take and use photographs to record observations and explain findings.</p>	<p>Create detailed sketches whilst on fieldwork, using specific geographical vocabulary to label diagrams.</p> <p>Hypothesise about, and prove changes in weather and seasons using a range of evidence.</p> <p>Use simple field work techniques to investigate human and physical features of the local area.</p>	<p>Collect, analyse and communicate information in tally charts and tables.</p> <p>Identify features on a map.</p> <p>Name, locate and label the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Create maps and plans including simple keys and grid references for a variety of purposes.</p>	<p>Use compass directions and locational language (near and far) to describe the location of features and routes on a map.</p> <p>Mark local locations on a map of the UK – our town, our school visit, my holiday.</p> <p>Name, locate and label the main regions of the world including the world's continents, oceans, tropics and the equator.</p>



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				<p>Select and use an increasing range of geographical vocabulary to accurately describe and compare physical and human features of a place.</p> <p>Know physical and human features of different areas and use these to identify what sort of place it is.</p> <p>Choose and use a variety of evidence to explain geographical similarities and differences between a small area in the UK and a contrasting non-European country.</p> <p>Use aerial photographs to identify landmarks and describe land use and other geographical features.</p> <p>Know that places are linked by paths or roads and explain how these are different depending on the location.</p> <p>Express their views about local area and environments using evidence to justify their views.</p> <p>Use vocabulary of size to classify- hamlet, town, city.</p> <p>Describe hot and cold areas of the world with reference to the equator, North and South Poles.</p>
Year 3	<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 resources, including the internet, Geographical Information Systems and national statistics.</p>	<p>Plan routes using four points of the compass.</p> <p>Compare information from atlases with that from a world map.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Work out routes on maps and plans.</p> <p>Use atlases which show physical and human features.</p> <p>Use contents and index pages of an atlas.</p>	<p>Express views and recognise how people affect the environment, summarising the issues.</p> <p>Understand how weather changes an environment.</p> <p>Suggest ways of improving local environment</p>



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	<p>Describe aspects of physical Geography including vegetation belts.</p> <p>Collect statistics and present them appropriately.</p> <p>Suggest ways of presenting information including graphically and writing.</p> <p>Record information on charts, graphs and tables.</p> <p>Use maps to draw a simple key.</p> <p>Use maps with simple grid references.</p>		<p>Begin to name and locate the countries of Europe and locate on a map.</p> <p>Understand that different places may have a similar/different characteristic and give reasons for these.</p>	
Year 4	<p>Make detailed and labelled field sketches.</p> <p>Take field measurements over time.</p> <p>Collect temperature and rainfall using a range of instruments.</p> <p>Compare collected data with information from the internet to discuss weather and climate.</p> <p>Begin to use the computer to draw graphs.</p> <p>Draw maps of local places, including sketches from field work.</p> <p>Describe key aspects of: physical geography including: rivers,</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the UK and the wider world.</p> <p>Find longest and shortest routes using maps.</p> <p>Plan detailed routes using four points of the compass.</p> <p>Compare information from atlases with that from a globe.</p> <p>Name and locate counties and cities within the UK and locate using a map.</p> <p>Begin to recognise the position of the Equator, Northern and Southern</p>	<p>Identify the parts of a river, and land use around and how these can change peoples' lives.</p>	<p>Understand the different uses of different places.</p> <p>Understand and use the concept of links between physical and human features.</p> <p>Understand how economic development can change a place.</p> <p>Identify the parts of a river, and land use around and how these can change peoples' lives.</p> <p>Know the differences between weather and climate change.</p>



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	<p>mountains, volcanoes, earthquakes and the water cycle.</p> <p>Describe key aspects of human geography including settlements and land-use.</p>	<p>Hemispheres and the Arctic and Antarctic Circles.</p>		
Year 5	<p>Suggest suitable questions for a fieldwork study.</p> <p>Rank information found into order of importance.</p> <p>Come to accurate conclusions using information.</p> <p>Take careful measurements – e.g. sea levels, 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>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use and understand a range of simple scales.</p> <p>Use an 8 point compass to follow/give directions.</p>	<p>Name and locate a range of countries and cities around the world using a map.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circles.</p> <p>Describe some of the characteristics of these (above) geographical areas.</p> <p>Recognise and use standard OS symbols.</p> <p>Begin to understand geographical patterns – e.g industry by a river.</p> <p>Describe and begin to explain patterns and physical and human changes.</p> <p>Describe how change can lead to similarities between different places.</p>		<p>Justify own viewpoint or decision and use new information to adapt their own viewpoint.</p>
Year 6	<p>Suggest relevant issues for further fieldwork studies.</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and</p>		<p>Recognise dependent links and relationships in both human and physical geography.</p>



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	<p>Carefully select sources of evidence and sift information.</p> <p>Collect statistics about people and places and set up a database from fieldwork and research.</p> <p>Analyse data using similarity and difference.</p> <p>Speculate and hypothesise about what is found out through data collection.</p> <p>Suggest plausible conclusions from data collection activities and back up with evidence.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (aerial images, topographical maps etc).</p> <p>Use 6 figure grid references confidently alongside standard OS symbols to locate key areas on a local map.</p> <p>Use an 8 point compass to plan a route.</p>	<p>physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns.</p> <p>Work out a journey time using their knowledge of time zones.</p> <p>Name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p> <p>Circle and show an awareness of time zones.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Describe the impact of human activity.</p>		<p>Make a plausible case for environmental change.</p> <p>Name and locate counties and cities within the UK and locate using a map.</p> <p>Interpret other people's arguments for change, analysing their viewpoints.</p>
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