Backworth Park Primary School Knowledge and Skills Progression Grid Geography

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

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

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

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

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

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