









Skills Progression in Primary Geography Content




Locational Knowledge

EYFS	<ul style="list-style-type: none"> I can talk about similarities and differences in relation to places, objects, materials and living things.
KS1 	<ul style="list-style-type: none"> I can name and locate the four countries making up the British Isles, with their capital cities. I can name the surrounding seas of the United Kingdom. I can talk about the main features of each of the four countries that make up the United Kingdom. I can locate and name the continents on a world map. I can locate and label the five oceans. I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
LKS2 	<ul style="list-style-type: none"> I can name and locate counties and cities of the United Kingdom. I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities and rivers. I can name and locate some countries of Europe. I can share my own views about locations. I can name and locate counties and cities of the United Kingdom. I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.
UKS2 	<ul style="list-style-type: none"> I can name and locate the countries of North, South and Central America. I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).



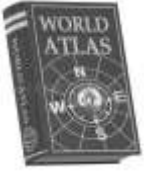
Place Knowledge

<p>EYFS</p>	<ul style="list-style-type: none"> I can talk about the features of my own immediate environment and how environments might vary from one another.
<p>KS1</p> 	<ul style="list-style-type: none"> I can recognise similarities and differences of geographical features in my own immediate environment. I can talk about people and places within my local environment. I can compare Occold with a contrasting place in the UK. I can talk about people and places beyond my local environment. I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. I can compare a local City/town in England with a contrasting city in a different country. I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
<p>LKS2</p> 	<ul style="list-style-type: none"> I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use. I can identify the main physical and human characteristics of the countries of Europe. I can describe geographical similarities and differences between a region in the United Kingdom and one in a European country. I can describe how the locality of the school has changed over time. I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. I can identify the main physical and human characteristics of the countries of Europe. I can describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones. I can describe geographical similarities and differences between countries.
<p>UKS2</p> 	<ul style="list-style-type: none"> I can understand some of the reasons for geographical similarities and differences between countries. I can explain how locations around the world are changing and explain some of the reasons for change. I can describe how the locality of the school has changed over time. I am beginning to understand and explain geographical diversity across the world.

Human and Physical Geography

<p>EYFS</p>	<ul style="list-style-type: none"> • I can I make observations of the environment and explain why some things occur and talk about change.
<p>KS1</p> 	<ul style="list-style-type: none"> • I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. • I can compare and contrast a farm with the seaside. • I can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. • I can identify land use around the school. • I can use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied. • I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? • I can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. • I can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences. • I can use geographical vocabulary such as: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.
<p>LKS2</p> 	<ul style="list-style-type: none"> • I can ask and answer geographical questions about the physical and human characteristics of a location. • I can describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country. • I can describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country. • I can ask and answer geographical questions about the physical and human characteristics of a location. • I can describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle. • I can describe key aspects of human geography including settlements and land use.
<p>UKS2</p> 	<ul style="list-style-type: none"> • I can collect and analyse statistics and other information in order to draw clear conclusions about locations. • I can identify and describe how the physical features affect the human activity within a location. • I can identify and describe the main human and physical characteristics of North, South and Central America. • I can explain how countries and geographical regions are interconnected and interdependent. • I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. • I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • I can describe and understand key aspects of 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.

Geographical skills and fieldwork

<p>EYFS</p>	<ul style="list-style-type: none"> I can use everyday language to talk about positions and distance to solve problems Can I describe my relative position such as behind or next to.
<p>KS1</p> 	<ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities and describe features studied. I can use aerial images to recognise landmarks and basic physical features. I can use simple fieldwork to observe, measure and record the human and physical features in the local area. I can use a simple key to recognise physical or human features on a map. I can create a simple map of my local environment. I can learn and use the four points of a compass to describe the location of features on a map. I can use locational and directional language such as: near, far, left, right to describe the location of features on a map. I can use aerial images and plan perspectives to recognise landmarks and basic physical features. I can devise a simple map, and use and construct basic symbols in a key. I can use simple grid references (A1, B1). I can use fieldwork to observe, measure and record the human and physical features in the local area.
<p>LKS2</p> 	<ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. I can use locational and directional language such as: near, far, left, right to describe the location of features on a map. I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. I can use a wider range of resources to identify the key physical and human features of a location. I can use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. I can create maps of locations identifying some features using a key.
<p>UKS2</p> 	<ul style="list-style-type: none"> I can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location. I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. I can record the results in a range of ways. I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map). I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.