



Geography progression at St Mawes Primary

	<u>EYFS</u>	Year 1 and 2	Year 3 and 4	Year 5 and 6
Locational Knowledge	Talk about similarities and differences in relation to places.	<p>Name and locate a local town.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate the world's countries focusing on Europe, North and South America.</p> <p>Use maps to locate countries of Europe.</p> <p>Use map keys and symbols.</p> <p>Use maps to locate the Equator, and the Tropics and consider their climates.</p> <p>Understand the term 'climate zones' and 'biomes' and identify some differing ones.</p>	<p>Locate environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand how aspects of key topographical features change over time.</p> <p>Identify and discuss the 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>
Place Knowledge	Talk about the features of their own immediate environment and how environments might vary from one another.	<p>Observe and describe the human and physical geography of a small area of the United Kingdom (Lake District).</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Lake</p>	<p>Match key landmarks to the country.</p> <p>Identify similarities and differences.</p> <p>Make comparisons to life in the UK with life in contrasting countries.</p> <p>Study pictures to make reasoned judgements.</p>	<p>Understand how and why features may have changed over time.</p> <p>Understand and use geographical language to make comparisons between regions.</p>

		District), and of a small area in a non- European country (Kenya).		
Human and Physical Geography	Make observations of the environment and explain why some things occur and talk about changes.	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment and key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country (Kenya).</p>	<p>Draw diagrams and produce writing on physical geography eg. Volcanoes, earthquakes, tsunamis, vegetation belts, rivers, biomes and the water cycle.</p> <p>Draw diagrams and produce writing on human geography eg. types of settlement and land use, economic activity and distribution of natural resources.</p> <p>Ask, research and explain.</p> <p>Study how land was used and why this has changed.</p> <p>Understand the need for ethically sound trade and climate choices.</p>	<p>Identify the difference between human and physical geographical and select appropriate types of maps.</p> <p>Ask, research, explain, draw conclusions and provide evidence.</p> <p>Generate solutions and promote ethically sound trade and climate choices.</p> <p>Produce own diagrams, writing, presentations using geographical vocabulary.</p> <p>Compare current maps and make suggestions about change.</p>
Geographical Skills and Framework	<p>Use everyday language to talk about positions and distance.</p> <p>Can describe their relative position such as behind or next to.</p>	<p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage and identify the United Kingdom and its countries.</p> <p>Use locational and directional language (eg, near and far, left</p>	<p>Use locational language. Use 4 figure grid references.</p> <p>Use the language of a 4 point compass.</p> <p>Record changes and observations.</p>	<p>Confidently use maps, globes and Google Earth.</p> <p>Use maps and pictures to locate, ask questions and draw conclusions between locations and hemispheres.</p> <p>Use geographical symbols.</p>

		<p>and right).</p> <p>Describe the location of features and routes on maps.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the school's surrounding areas.</p>	<p>Make maps and plans using keys and symbols.</p> <p>Undertake surveys, investigations and draw conclusions.</p> <p>Be aware of own responsibility in the world.</p>	<p>Use 6 figure grid references.</p> <p>Use the language of 8 point compass.</p> <p>Collect, collate and record data drawing conclusions.</p> <p>Act positively and responsibly in the, and for the, wider world.</p> <p>Make suggestions and reflect on own beliefs and impact.</p> <p>Ask geographical questions.</p>
--	--	--	---	---