

Progression in Geography in Salford School. Statements from Rising Stars Progression

| | EYFS (*see EYFS and Curr Areas 3 I's) | KS1 | LKS2 | UKS2 |
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| Geographical Knowledge | | | | |
| The UK and Local area | <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>People and Communities To talk about past and present events in their lives and in the lives of family members</p> | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. |
| | | Develop knowledge of the human and physical geography of a small area of the United Kingdom. | | |
| The World and Continents | <p>CL Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>People and Communities To talk about similarities and differences between themselves and others, and among families, communities and traditions.</p> | Name and locate the world's seven continents and five oceans. | . Locate the world's countries, focusing on Europe and North and South America. | 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. |
| | | | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). |
| Geographical Understanding | | | | |
| Physical Themes | <p>KW. They talk about the features of their own immediate environment and how environments might vary from one another.</p> | 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. | Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. |
| | | 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. | Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle | Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. |
| Human Themes | | Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Describe and understand key aspects of human geography, including: types of settlement and land use. | Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |

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| Understanding Places and Connections | The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. |
| | | Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. | Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. | Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. |
| | | | Establish an understanding of the interaction between physical and human processes. | Deepen an understanding of the interaction between physical and human processes. |
| Geographical Skills and Enquiry | | | | |
| Map and Atlas Work | EA They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. | 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| | | 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. | Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. |
| Fieldwork and Investigation | | 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 a range of methods including sketch maps, plans and graphs, and digital technologies. | Use a range of methods including sketch maps, plans and graphs, and digital technologies. |
| | | 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. | Use fieldwork to observe, measure, record and present the human and physical features in the local area. | Use fieldwork to observe, measure, record and present the human and physical features in the local area. |