

Geography knowledge and skills progression across PHIA

	Year R	Year 1	Year 2	Year 3
<p>Locational and Place Knowledge</p>	<p>Name and locate different parts of the local community (T1)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (T1)</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 – when appropriate – maps. (T1, T2, T6 focus, ongoing with story exposure)</p>	<p>Name and locate some places in their locality, the UK and wider world (T3)</p> <p>Name and locate significant places in their locality, the UK and the wider world (T5)</p> <p>Name and locate the world’s seven continents and five oceans (T5)</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. (T1 /2)</p> <p>Name and locate a wider range of places in their locality, the uk and wider world including some globally significant features. (T3)</p>	<p>Name and locate the countries and cities of the UK, geographical regions and their identifying human and physical characteristics / features and land-use patterns; understanding how some of these aspects have changed over time.</p>
<p>Human and physical geography Knowledge</p> <p>Add in the vocab into this doc</p> <p>Needs to be a specific small area in India</p> <p>NOTE locality – what makes this local place distinctive – makes it unique? Where did it start etc?</p>	<p>Use the local area and immediate environment to explore both the built and natural environment – expressing opinions on natural and built environments and knowing some similarities and differences between the natural world around them and contrasting environments. (T1,T2 T5, T6)</p> <p>Identify changes to weather and the seasons (T2,3 - noted throughout the year though)</p>	<p>Describe some places and physical features using basic geographical vocabulary of a small area of the UK (locality) and a contrasting non European country (T3,5)</p> <p>Make observations about features that give places their unique characteristics / qualities (T3, T5,6)</p> <p>Express their views on some features of their environment (T3)</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot areas of the world in relation to the Equator (T5)</p>	<p>Describe places, human and physical features using simple geographical vocabulary of a contrasting non European country drawing upon prior knowledge of a ‘hot location’ and locality.(T 3/4)</p> <p>Use geographical language to identify and explain some aspects of human and physical features and patterns</p> <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 (T3 4)</p>	<p>Describe and understand how features and places change the links between people and environments and understand how some of these aspects have changed over time.</p>

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<p>Geographical Skills: Enquiry and investigation</p>	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things in their environment. (T1,5,6 specific to geog but emphasised throughout with links in other areas)</p> <p>Ask and answer simple geographical questions (T5, 6)</p>	<p>Describe some similarities and differences when studying places and features eg hot and cold places of the world (T5)</p> <p>Ask and answer simple geographical questions when investigating different places and environments, (T 3, 4, 5, 6)</p> <p>Describe similarities, differences and patterns eg comparing their lives with those of children in other places and environments (T5, 6)</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.(T1/2, 3 /4, 5/6)</p> <p>Identify similarities and differences and patterns when comparing places and features. (T3, 4)</p>	
<p>Geography Skills: Fieldwork</p>	<p>Find out about the environment by talking to people, examining photographs, simple maps and visits / walks (T1,5)</p>	<p>Observe and describe daily weather patterns (T2,3,5)</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds. (T3)</p>	<p>Identify seasonal and daily weather patterns (T6)</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment – identifying key human and physical features(T5 /6)</p>	<p>Observe, measure, record and name geographical features in their local environment. Methods may include sketch maps, plans, graphs and digital technologies</p>
<p>Geographical Skills: Interpret a range of sources of geographical information</p>	<p>Use a range of sources such as maps, photographs, magnifiers and visits for first hand experience (T1,5,6)</p>	<p>Use a range of sources such as simple maps, globes, atlases and images. (T5)</p> <p>Know that symbols mean something on maps (T3,5)</p>	<p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features, landmarks, basic human and physical features and places as well as to follow routes.(T1/2 3/4 6)</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes (T5/6)</p>	<p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps</p>

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<p>Geographical Skills: Communicate Geographical Information</p>	<p>Encourage discussions and talk about the areas they visit / sources they view using age appropriate vocabulary (see plans) (T1,5,6)</p>	<p>Use maps and other images to talk about everyday life eg where they live, journeys to school etc (T4)</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where (T2,4,5)</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively (T3)</p>	<p>Create their own simple maps and symbols.(T1 2,3,6)</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively and that people may think differently (T3, 5/6)</p>	<p>Communicate geographical information through a range of methods including the use of ICT.</p>
<p>Mapping knowledge and skills: Direction /Location</p>	<p>Follow simple directions (T1,6)</p>	<p>Follow directions (up, down, left, right, forwards and backwards) (T6 – maths link)</p>	<p>Follow and give directions using language as previously, but also NSEW (T5/6 – Maths link)</p>	<p>Use 8 points of a compass to follow and give directions</p> <p>Use letter / no. co-ordinates to locate features on a map</p>
<p>Mapping knowledge and skills: Drawing maps</p>	<p>Draw / create maps using objects, pictures or symbols (T1,2,4,5)</p> <p>Draw picture maps of imaginary places and from stories (T1, T4)</p>	<p>Draw a map of a real place (eg add detail to a sketch map from aerial photograph) using symbols (T4)</p>	<p>Mapping of routes with features in the correct order (T5/6)</p>	<p>Scale drawings</p>
<p>Mapping knowledge and skills: Representation</p>	<p>Look at signs and symbols on different types of maps and around their local environment (T1 focus, but ongoing)</p>	<p>Use own symbols on imaginary maps (T2,4,5)</p> <p>Understand the need for a key (T4)</p> <p>Use class agreed symbols to make a simple key (T4)</p>	<p>Know why a key is needed (T5/6)</p> <p>Use standard symbols (T5/6)</p>	

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<p>Mapping knowledge and skills: Using Maps</p>	<p>Use simple maps with symbols to spot features in their local environment (T1)</p> <p>Use a simple picture map to move around their immediate area / school (T1,4)</p> <p>Recognise that maps represent a specific place (T1, 4)</p>	<p>Follow a route on a map</p> <p>Use an infant atlas to locate places</p>	<p>Use a plan view(T1/2)</p> <p>Follow a route on a map with some accuracy (eg whilst orienteering)</p>	<p>Locate places on larger scale maps eg a map of Europe</p>
<p>Mapping knowledge and skills: Style of maps</p>	<p>Real maps, maps of classroom / school environment, locality etc (T1,6)</p>	<p>Picture maps and globes (T5)</p> <p>Find land / sea on a globe</p> <p>Use Infant Atlas</p>	<p>Use teacher drawn base maps and plan views T1/ 2 3/4)</p> <p>Use large scale OS maps (T6)</p> <p>Begin to identify features on aerial / oblique photographs</p>	<p>Use large scale OS maps</p> <p>Begin to use maps on internet sites</p> <p>Use Junior Atlas</p>