



Upton Noble – Geography Knowledge and Skills Progression

	EYFS	KS1	Lower KS2	Upper KS2
Locational Knowledge	<p>-Beginning to think about the features of our village through a village walk.</p> <p>-Can describe my immediate environment from using knowledge from observation, discussion, stories non-fiction texts and maps.</p> <p>-Am beginning to notice difference and similarities between Upton Noble and other places including London.</p>	<p>YEAR 1</p> <p>-Can name and locate the world’s 7 continents.</p> <p>-Can name, locate the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>-Can use key vocabulary such as: farm, United Kingdom, England, Scotland Wales, Northern Ireland, town, city, village, London, Belfast, Cardiff, Edinburgh, capital city, continent, Europe, Africa, Asia, Australasia, North America, South America and Antarctica, world map, atlas</p>	<p>YEAR 3</p> <p>-Can locate the world’s countries using maps to locate where there have been natural disasters, concentrating on environmental regions and key physical and human characteristics.</p> <p>-Can name and locate counties and cities of the UK, identifying human and physical characteristics including hills, mountains, rivers and seas and how a place has changed.</p> <p>-Can locate and name some of the world’s most famous volcanoes?</p>	<p>YEAR 5</p> <p>-Can use maps to locate the world's countries with a focus on North America concentrating on the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>-Can name and locate cities and counties of the UK, identifying their physical features including mountains, rivers and land use patterns showing changes over time.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: Atlas, Index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
		<p>YEAR 2</p> <p>-Can name and locate the world’s 7 continents and 5 oceans.</p> <p>-Can name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>-Can use key vocabulary such as: rural, United Kingdom, England, Scotland Wales, Northern Ireland, town, city, village, London, Belfast, Cardiff, Edinburgh, capital city, continent, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, beach, sea ocean, hill, mountain, river, island, coast, Atlantic, Arctic, Pacific, Indian, Southern, atlas, world map, Oceania, North Sea, Irish Sea, English Channel.</p> <p>-Can say what they like and don’t like about their locality and another locality like the seaside.</p>	<p>YEAR 4</p> <p>-Can locate the world’s countries using maps to focus on Europe concentrating on environmental regions and key physical and human characteristics.</p> <p>-Can name and locate counties and cities of the UK, identifying human and physical characteristics including hills, mountains, rivers and seas and how a place has changed.</p> <p>-Can identify and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of cancer, Capricorn, Arctic and Antarctic circle, the Prime/Greenwich, Meridian and time zones including day and night.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>YEAR 6</p> <p>-Can use maps to locate the world's countries with a focus on European and South America concentrating on the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>-Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.</p> <p>-Can confidently use key vocabulary to demonstrate knowledge and understanding: Atlas, Index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, tropic of cancer, tropic of Capricorn.</p>

Place Knowledge	<p>EYFS</p> <p>-Can talk about food I have tried from different countries and have a developing awareness that a globe represents these countries.</p> <p>- Can look at a globe identify land and sea.</p> <p>-Can explain some similarities and differences between life in this country and life in other countries, (Africa, Poles) drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>-Can have a growing awareness of the village of Upton Noble and can look at aerial views of the school setting and notice simple features.</p>	<p>YEAR 1</p> <p>-Can compare the UK with a contrasting country in the world. For example: Australia Can the children compare a local village/town in the UK with a contrasting village/town in a different country (Upton Noble) .Can use key vocabulary to demonstrate knowledge and understanding : equator, North, South.</p>	<p>YEAR 3</p> <p>- Can understand geographical similarities and differences through the study of Human and Physical Geography of a region of the UK? For example: Bruton. -Can children explore similarities and differences, comparing the Human and Physical geography of a region of the UK (England, Wales Ireland and Scotland). -Can use key vocabulary to demonstrate knowledge and understanding: Physical features, human features, landscape feature, population, land use, retail, leisure, housing, business, industrial, agricultural</p>	<p>YEAR 5</p> <p>-Can understand geographical similarities and differences through the study of Human and Physical Geography of regions of North America. -Can use key vocabulary to demonstrate knowledge and understanding: latitude, Arctic Circle, Physical features, climate, human geography, land use, settlement, economy, natural resources</p>
		<p>YEAR 2</p> <p>-Can compare the UK with a contrasting country in the world. For example: China/Japan? -Can compare a local city/town in the UK with a contrasting town/city in a different country (For example London /Bristol and Tokyo).</p>	<p>YEAR 4</p> <p>-Can understand geographical similarities and differences through the study of Human and Physical Geography of a region of Europe. -Can explore similarities and differences, comparing the Human and Physical geography of a region of the UK and a region of Europe. -Can the children use key vocabulary to demonstrate knowledge and understanding: Physical features, human features, landscape feature, population, land use, retail, leisure, housing, business, industrial, agricultural</p>	<p>YEAR 6</p> <p>-Can understand geographical similarities and differences through the study of Human and Physical Geography of a region of Europe and South America. - Can use key vocabulary to demonstrate knowledge and understanding: latitude, Arctic Circle, Physical features, climate, human geography, land use, settlement, economy, natural resources.</p>

Human and Physical Geography	<p>EYFS</p> <p>-can use vocabulary to show my knowledge and understanding of the following: church, village, farm, globe, China, Japan, India, France and Germany.</p> <p>- Can use vocabulary to show my knowledge and understanding of the following: village, city, detached, bungalow, farm, skyscraper, Thames, Buckingham Palace, Gherkin, Tower of London, London Bridge, Big Ben, Africa, Arctic, Antarctic, Equator, map, aerial view, Upton Noble, Somerset, London, England, globe.</p>	<p>YEAR 1</p> <p>- Can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator, the North and South Poles.</p> <p>-Can use basic geographical vocabulary to refer to key physical features including: forest, hill, beach, cliff, coast, mountain, sea, ocean, river, soil, valley, season and weather.</p> <p>-Can use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>YEAR 3</p> <p>- Can describe and understand key aspects of physical geography including climate zones, volcanoes, tornadoes, tsunamis, earthquakes.</p> <p>-Can describe and understand human geography including types of settlement and land use.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding regarding: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate.</p>	<p>YEAR 5</p> <p>- Can describe and understand 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.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding regarding the words: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold, mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>
		<p>YEAR 2</p> <p>-Can use basic geographical vocabulary to refer to key physical features including: forest, hill, beach, cliff, coast, mountain, sea, ocean, river, soil, valley, vegetation, season, volcano and weather.</p> <p>-Can the children use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, pier, hotel, breakwater, groyne shop.</p>	<p>YEAR 4</p> <p>- Can describe and understand key aspects of physical geography including climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding in using the terms: tropics, deforestation, climate, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>YEAR 6</p> <p>-Can describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p>-Can describe and understand 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.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding regarding the words: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold, mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>

Geographical skills and field work	EYFS	<ul style="list-style-type: none"> - Can look at simple maps and create my own treasure map. - Can draw a simple map of my immediate environment. 	YEAR 1	<ul style="list-style-type: none"> - Can use world maps, atlases and globes to identify the countries, continents and oceans studies in year 1. -Can use simple compass directions and locational and directional to describe the location of features and routes on a map (North, South, East, West, near and far left and near and far right). -Can use simple field work and observational skills to study the geography of the surrounding area including key human and physical features, using a range of methods. -Can use and understand the following key vocabulary: compass, 4-point direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical -Can devise a simple map and begin to use and construct basic symbols on a key. 	YEAR 3	<ul style="list-style-type: none"> - Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Can use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. -Can use field work to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. -Can use key vocabulary to demonstrate their knowledge and understanding regarding sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	YEAR 5	<ul style="list-style-type: none"> - Can use maps, atlases, globes and digital/computer mapping to locate counties and describe features. - Can use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. -Can use fieldwork to observe, measure, record and present human features using a range of methods including sketch maps, plans and graphs and digital technologies. -Can use key vocabulary to demonstrate knowledge and understanding of the following: atlas, index, coordinates, latitude, longitude, key symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record map, sketch, graph
	YEAR 2	<ul style="list-style-type: none"> - Can use world maps, atlases and globes to identify the countries, continents and oceans studies in year 2. -Can use simple compass directions and locational and directional language to describe the location of features and routes on a map. -Can use simple field work and observational skills to study the geography of the surrounding area including key human and physical features, using a range of methods. -Can use and understand the following key vocabulary: compass, 4-point direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. -Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. -Can use and construct basic symbols in a key. 	YEAR 4	<ul style="list-style-type: none"> - Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Can use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. -Can use key vocabulary to demonstrate their knowledge and understanding regarding sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	YEAR 6	<ul style="list-style-type: none"> - Can use maps, atlases, globes and digital/computer mapping to locate counties and describe features. -Can the children use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. -Can use fieldwork to observe, measure, record and present human features using a range of methods including sketch maps, plans and graphs and digital technologies. -Can use key vocabulary to demonstrate knowledge and understanding of the following: atlas, index, coordinates, latitude, longitude, key symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record map, sketch, graph. 		