



	EYFS:	Key Stage 1:	Key Stage 2:
<p>Statutory Framework Objectives</p>	<p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. <p>Development Matters statements in bold.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Name and locate the world’s seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and physical geography</p> <ul style="list-style-type: none"> - 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. - 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 - Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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 simple compass directions (North, South, East and West) and locational and 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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 - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Identify the position and 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</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 United Kingdom and the wider world - Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



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			<p>directional language [for example, near and far; left and right], to describe the location of features and routes on a map</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 its surrounding environment.</p>					
Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Skill: Knowledge and Understanding:</p> <p>Location knowledge, Geographical language & Enquiry</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Know that there are different countries in the world and look at similarities and differences</p> <p><i>Know that they are in a Nursery within a school near to their house.</i></p> <p><i>Explore different familiar settings, such as the beach, the park, woodland and a farm through texts.</i></p> <p><i>To represent and locate key features of their environment and represent key features from stories.</i></p> <p><i>Learn about the different people and</i></p>	<p>Recognise some environments are different to the one in which they live</p> <p>Explore the natural world around them</p> <p><i>Name and locate the School locality and local area of Streatham / Tulse Hill</i></p> <p><i>Compare life in XXX to life in London</i></p> <p><i>Explore features within the school setting and its locality.</i></p> <p><i>Identify key features of London.</i></p> <p><i>Introduce the world map.</i></p> <p><i>Represent green for land and blue for water.</i></p>	<p>Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods.</p> <p>Consider geographical questions e.g. what is it like to live in this place?</p> <p>Express own views about a place, people, environment.</p> <p>Recognise how places have become the way they are e.g. shops.</p> <p>Observe and record e.g. identify buildings on a street.</p> <p>Communicate in</p>	<p>Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season.</p> <p>Consider geographical questions - Where is this place? What is it like? How has it changed?</p> <p>Express own views and preferences about a place, people, environment, location and give detailed reasons.</p> <p>Recognise how places have become the way they are</p>	<p>Describe route and direction using 8 compass points e.g. N, S, E, W, NW, NE, SW, SE.</p> <p>Link words to topic e.g. river, meander, flood, plain, location, industry, transport.</p> <p>Use correct geographical words to describe a place and the things that happen there.</p> <p>Use technical and geographical vocabulary to describe physical processes.</p> <p>Ask geographical questions: Where is this location? What</p>	<p>Describe route and direction linking N/S/E/W with degrees on a compass.</p> <p>Link words to topic e.g. contour, height, valley.</p> <p>Ask questions - What is this landscape like? What will it be like in the future?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps.</p> <p>Identify and explain different views of people including themselves.</p> <p>Collect and record</p>	<p>Describe route, direction and location, linking 8 points of compass to degrees on compass.</p> <p>Link words to theme e.g. river - erosion, deposition, transportation, coasts, long shore drift, headland.</p> <p>Ask questions: What is this landscape like? How has it changed? What made it change? How is it changing?</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on</p>	<p>Describe route, direction, location linking 16 points on compass to degrees on compass</p> <p>Link words to theme e.g. settlement, urban, rural, land use, sustainability, rivers, confluence, tributary</p> <p>Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?</p> <p>Analyse evidence and draw conclusions e.g.</p>



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<p><i>places in the world through texts.</i></p>			<p>different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams.</p> <p>Name the four seasons and describe typical weather conditions for each.</p> <p>Identify hot and cold areas in the world and begin to understand climate in simple terms - e.g consider what they might wear if they lived in a very hot or a very cold country.</p> <p>Describe in simple terms how wind or water has affected the Geography of an area.</p> <p>Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?).</p> <p>Identify similarities and differences between the local environment and one other place.</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>e.g. shops.</p> <p>Observe and record in different ways eg. sketches, diagrams, ICT, charts.</p> <p>Compare and describe an area of the UK to a place outside Europe using geographical words.</p> <p>Explain how the jobs people do may be different in different parts of the world.</p> <p>Explain what facilities a town or village might need.</p> <p>Use information texts and the web to gather information about the world's human and physical geography.</p> <p>Suggest ways of improving the local environment.</p> <p>Describe how a physical or human process has changed an aspect of the local environment - consider questions such as Do you think that people ever spoil the area or make it better? How?</p> <p>Use compass directions (N, S, E,</p>	<p>do you think about it?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures, population.</p> <p>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort, new housing estate.</p> <p>Hold geographical debate through drama e.g. (recycling)</p> <p>Collect and record evidence: e.g. construct questionnaire, field sketch, brainstorm words, about a place, e-learning, atlases.</p> <p>Communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs to show results, write</p>	<p>evidence: show questionnaire results in simple chart or colour coded maps which demonstrate patterns.</p> <p>Communicate in ways appropriate to task and audience.</p> <p>Carry out research to discover features of cities and villages.</p> <p>Plan a journey to a place in England.</p> <p>Explain why people are attracted to living in cities.</p> <p>Explain why people may choose to live in a village rather than a city.</p> <p>Know the difference between the British Isles, Great Britain and UK.</p> <p>Know the countries that make up the European Union.</p> <p>Name the areas of origin of the main ethnic groups in the UK and in their school.</p> <p>Collect and analyse data from first and second hand sources, identify and analyse patterns and</p>	<p>people.</p> <p>Identify and explain different views of people including themselves.</p> <p>Design and use questionnaires to obtain views of community on subject.</p> <p>Collect and record evidence.</p> <p>Conduct a land use survey.</p> <p>Communicate in ways appropriate to task and audience e.g. persuasive writing - present information on map overlays to show levels of information e.g. old/new.</p> <p>Plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>Explain why many cities of the world are situated by rivers and why this makes it an attractive location.</p> <p>Explain how a location fits into its wider geographical location; reference to human and economical features.</p>	<p>from field work data on land use comparing land use and temperature.</p> <p>Look for patterns and explain reasons behind them</p> <p>Identify and explain different views of people</p>
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				<p>W) to describe locations.</p> <p>Name the four countries of the UK.</p> <p>Name some of the main towns and cities in the United Kingdom.</p>	<p>views to local paper.</p> <p>Describe how volcanoes and earthquakes are created.</p> <p>Locate the Mediterranean and explain why it is a popular holiday destination.</p> <p>Name a number of countries in the Northern Hemisphere.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.</p> <p>Name and locate vegetation belts across the UK, explaining how some of these have changed over time.</p> <p>Identify how people both damage and improve the environment.</p> <p>Provide a reasonable explanation for features in relation to location (e.g. the</p>	<p>suggesting reasons for them (e.g. a number of hotels and restaurants are found at the seaside).</p> <p>Describe how physical activity has impacted and/or changed the physical and human geography of places.</p> <p>Explain how people try to sustain environments.</p> <p>Describe the physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there.</p> <p>Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.</p> <p>Compare and contrast how areas of the world have capitalised on their physical and human features.</p>		
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					shops out of town are bigger because there is more space).			
					Sequence and explain features of a physical weather process such as the water cycle.			
					Identify changes in the local and global environment.			
Skill: Fieldwork	<p>Explore collections of materials with similar and or different properties.</p> <p>Use all senses in hands on exploration</p> <p><i>Seasonal walks and walks within the Nursery environment.</i></p>	<p>Draw information from a simple map</p> <p><i>Seasonal Walks and walks within the school environment and local area.</i></p>	<p>Use simple field sketches and use an ipad camera.</p> <p>Keep a weather chart and answer questions about the weather.</p> <p>Use maps, pictures and stories to find out about different places.</p> <p>Collect data during fieldwork such as the number of trees/houses.</p> <p>Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <p>Make simple maps and plans.</p> <p>Explore maps of the</p>	<p>Use simple field sketches and diagrams, use an ipad camera.</p> <p>Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.</p> <p>Collect and organise simple data from first and second hand sources including fieldwork.</p> <p>Explain simple patterns and offer explanations (e.g. count traffic and offer and explanation as to why the flow changes at different times).</p> <p>Compare two settlements using globes, maps, plans</p>	<p>Draw and use more detailed field sketches and diagrams using symbols for a key.</p> <p>Observe, measure and record the human features in the local area responding to a range of geographical questions.</p> <p>Locate appropriate information needed for a task from a source material.</p> <p>Draw maps more accurately, plan view (from above) and use a key accurately.</p> <p>Use maps and atlases appropriately by using contents and indexes.</p> <p>Use some basic OS</p>	<p>Accurately measure and collect information (e.g. rainfall, temperature, wind, speed, noise levels etc.)</p> <p>Suggest which source material to use for a specific task, locating the information needed.</p> <p>Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions.</p> <p>Drawn an accurate map – develop more complex key to use contents/index to locate position of location including page/coordinates.</p> <p>Locate the Tropic of Capricorn.</p>	<p>Field sketches should show understanding of pattern, movement and change.</p> <p>Draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</p> <p>Name and locate many of the world’s major rivers on maps.</p> <p>Name and locate many of the world’s most famous mountain regions on maps.</p> <p>Locate the USA and Canada on a world map and atlas.</p> <p>Locate and name</p>	<p>Field sketches should show understanding of pattern, movement and change.</p> <p>Use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>Locate information / place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</p> <p>Use OS maps to answer questions.</p> <p>Recognise key symbols used on ordnance survey maps.</p> <p>Identify and name the Tropics of Cancer and</p>



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			<p>local area.</p> <p>Draw a simple picture map (could be from a story) and label particular features.</p> <p>Locate the four countries of the United Kingdom on a map.</p> <p>Locate hot and cold areas of the world on a map.</p>	<p>(at a range of scales).</p> <p>Use contents/index to locate a country and draw information from a map.</p> <p>Name the continents of the world and find them in an atlas.</p> <p>Name the world's oceans and find them in an atlas.</p> <p>Name and locate the main cities of England, Wales, Scotland and Ireland.</p> <p>Find where they live on a map of the UK.</p> <p>Use simple compass directions and locational/directional language when using maps.</p> <p>Draw simple maps or plans using symbols for a key.</p> <p>Locate the equator and North and South Poles and explain how the weather affects these areas</p>	<p>map symbols.</p> <p>Understand and use 4 and 6 figure grid references.</p> <p>Name and locate the capital cities of neighbouring European countries.</p> <p>Locate and name some of the world's most famous volcanoes.</p> <p>Use eight points of a compass to describe the location of a country or geographical feature.</p> <p>Locate and explain the significance of the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p>	<p>Name up to six cities in the UK and locate them on a map.</p> <p>Locate and name some of the main islands that surround the UK.</p> <p>Draw sketch maps and plans using standardised symbols and key.</p> <p>Locate and name geographical features on an Ordnance Survey map.</p> <p>Plot a route on a map or a globe, from one place to another, identifying countries or significant landmarks.</p> <p>Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and the Capricorn to a range of countries across the world.</p> <p>Locate the countries of Europe, North and South America.</p>	<p>the main countries in South America on a world map and atlas.</p>	<p>Capricorn as well as the Arctic and Antarctic circles.</p> <p>Use eight points on a compass.</p>
<p>Skill: Vocabulary</p>	<p><i>To use positional language related to texts.</i></p>	<p>Describe what they see, hear, feel when</p>	<p>North, South, East, West, compass, direction, near, far,</p>	<p>Map, globe, atlas, country, United Kingdom, capital</p>	<p>United Kingdom, Europe, South America, Brazil,</p>	<p>United Kingdom, France, London, Wales, Cardiff,</p>	<p>UK counties, Greater London, Ben Nevis, Scafell</p>	<p>Climate zones - polar, tropical, temperate, arid,</p>



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		<p>outside</p> <p><i>To locate places using directional language to navigate.</i></p>	<p>left, right, map, globe, Streatham, London, England, city, town, hill, river, country, key, beach, coast, Indian Ocean, Mumbai, India, seasons, autumn, spring, summer, winter, weather, hot, cold, Europe, Asia, Oceans - Atlantic, Indian, Pacific, Arctic and Southern. Continents - Europe, Asia, Africa, North America, South America, Antarctica and Australia</p>	<p>city, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, each, cliff, coast, forest, hill, mountain, sea, ocean, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour and shop North and South poles, Equator, Jamaica, beach, cliff, coast, forest, hill, mountain, sea, Atlantic Ocean, river, soil, valley, vegetation, season and weather</p>	<p>Thames, Amazon, biome, rainforest, vegetation, river, physical, human, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, energy, minerals Africa, Tanzania, Mount Kilimanjaro, Indian Ocean, mountains, volcano, earthquakes</p>	<p>Birmingham, Liverpool, Snowdonia, The Alps, Paris, Marseille, mountains, valley, climate zones, Tanzania, Africa, Indian Ocean, Dodoma, Dar es Salaam, Lake Victoria, Serengeti, safari, Eastern Rift, Western Rift, Water cycle, Evaporation, Condensation, Precipitation. Climate British Empire, Commonwealth, Great Britain, Africa, Asia, the Americas, the Caribbean, Europe and the South Pacific.</p>	<p>Pike, Snowdon, River Thames, River Mersey, River Trent, River Severn, estuary, coast, port. Lambeth - the main parks, main roads, main cultural centres and hospitals. Compass, N, S, E and W, NE, NW, SE, SW. trade links, fair trade, Immigration, conflict, war, persecution, refugee</p>	<p>mediterranean and mountains, vegetation belt, hydro-electric energy, tourism Masai, agriculture, climate change,</p>
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