



**Progression of Teaching and Learning in Geography**

**Opportunities (N/C)**

<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3/ Challenge</b>
<ul style="list-style-type: none"> <li>• Talk about features of the immediate environment and how environments may differ from one another.</li> <li>• Know about similarities in relation to places, objects, materials and living things.</li> <li>• Make observations about animals and plants and explain why some things occur.</li> <li>• Talk about changes in environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the world's continents and oceans.</li> <li>• Investigate the countries and capitals of the United Kingdom.</li> <li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li> <li>• Explore weather and climate in the United Kingdom and around the world.</li> <li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use simple compass directions.</li> <li>• Use aerial photographs.</li> <li>• Use fieldwork and observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li> <li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li> <li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</li> <li>• Locate the geographic zones of the world.</li> <li>• Understand the significance of the geographic zones of the world.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</li> <li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</li> <li>• Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>• human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li> </ul> </li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li> <li>• Use a wide range of geographical sources in order to investigate places and patterns.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>	<p>Geography opportunities</p> <ul style="list-style-type: none"> <li>• Extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world to focus on Africa, South and East Asia (including China and India), the Middle East and Russia, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. Investigating places</li> <li>• Interpret Ordnance Survey maps in the classroom and the field, including using six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs.</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li> <li>• Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> <li>• Analyse and interpret different data sources. Investigating patterns and processes</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area within Africa.</li> <li>• Understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts.</li> <li>• Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation, and the use of natural resources.</li> <li>• Understand how human and physical processes interact to have an impact on the form of distinctive landscapes. Communicating geographically</li> <li>• Communicate knowledge of complex geographical systems.</li> </ul>

**EYFS**

Age	Area	Statement
Three and Four-Year-Olds	Mathematics	<p>Understand position through words alone. For example, “The bag is under the table,” –with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>
	Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Reception	Understanding the World	<p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>
Early Learning Goal	Understanding the World	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>

## Learning Objectives

To investigate places  
To investigate patterns  
To communicate geographically

## Milestones

	YEAR 1				YEAR 2			
	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure
To investigate places	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul>	Show curiosity about different places, and ask simple questions relating to places.	Ask, and begin to use their geographical knowledge and fieldwork skills to answer questions set by an adult.	Ask, and begin to use their geographical knowledge and fieldwork skills to answer questions set by themselves or their peers.	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul>	Begin to ask a broader range of questions that relate to places more specifically.	Ask with increasing independence, a broader range of questions that relate to places more specifically.  Begin to use geographical vocabulary and knowledge with greater precision to answer questions set by themselves or an adult.	Independently ask questions using correct geographical vocabulary and knowledge with greater precision and answer questions set by themselves or an adult.
	<ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</li> </ul>	Begin to show awareness that there are different types of places in the world and the United Kingdom.	Learn the geographical terms for those places and begin to identify some of their basic features.	Begin to apply this knowledge to new places that they encounter across the curriculum and in their own life.	<ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</li> </ul>	Apply with increasing confidence their knowledge of the key features to new places that they encounter across the curriculum and in their own life.	With support begin to discuss differences and similarities between cities, towns, and villages, coastal or rural areas using some correct vocabulary.	Confidently discuss differences and similarities between cities, towns, and villages, coastal or rural areas using correct vocabulary.
	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>	Understand how the world is represented in graphical form (that a map is the same as a globe)	Understand that maps, atlases and globes show and can tell us about different places	Identify land and sea using a variety of maps, globes and in atlases.	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>	Identify the United Kingdom and its countries on world maps and atlases	With some support identify the United Kingdom and its countries on world maps and atlases as well as its surrounding countries, seas, oceans and continents.	Independently identify the United Kingdom and other countries studied and that may be significant to them, as well as continents and oceans studied.
	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	Observe the local area with curiosity.	Begin to understand that some features of our local area are human and some are physical.	Begin to identify human and physical features of the local environment and begin to use geographical vocabulary.	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	Observe and identify human and physical features of the local environment using increasingly correct geographical vocabulary.	Observe, identify and discuss human and physical features of the local environment using correct geographical vocabulary with support.	Independently observe, identify and discuss human and physical features of the local environment using correct geographical vocabulary.
	<ul style="list-style-type: none"> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	Understand that aerial images are a bird's eye view of the land.	Begin to recognise some landmarks and physical features from an aerial image with some support.	Independently recognise some landmarks and physical features from an aerial image of their local area.	<ul style="list-style-type: none"> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	Recognise landmarks and physical features with growing confidence and in different contexts using aerial images.	Confidently recognise landmarks and physical features in different contexts using aerial images.	Confidently recognise landmarks and physical features in different contexts using aerial images in a range of areas such as other cities and places of interest.

	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	Recognise that the United Kingdom is the country that we live in.	Recognise that the United Kingdom is a group of four countries and begin to learn their names.	Name and locate the four countries of the United Kingdom.	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	Name and locate the four countries of the United Kingdom and their capital cities.	Name and locate the four countries of the United Kingdom together with their major cities and key physical geographical features.	Confidently discuss four countries of the United Kingdom together with their major cities and key geographical features.
	<ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> </ul>	Recognise that continents are a group of countries.	Begin to name the continents of the world	Begin to name the oceans of the world	<ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> </ul>	Begin to use maps, globes and ICT to locate the world's continents and oceans.	Independently to use maps, globes and ICT to locate the world's continents and oceans.	Independently name and locate the world's continents and oceans using variety of sources, including their own drawings.
To investigate patterns	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>	Through study of a contrasting area, recognise that there are different areas in the United Kingdom outside of their own locality.	Through study of a contrasting area, recognise and begin to discuss that different areas in the United Kingdom have different human and physical characteristics.	Through study of a contrasting area, begin to identify the differences in human and physical geography within the United Kingdom.	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>	Through study of a contrasting non-European country, begin to compare and contrast the differences in human and physical geography.	Through study of a contrasting non-European country, compare and contrast with increasing confidence the differences in human and physical geography.	Through study of a contrasting non-European country, confidently compare and contrast the differences in human and physical geography.
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Recognise that the weather changes, and that there are different types of weather.</p> <p>Recognise that some areas of the world are cold, and others are hot.</p>	<p>Recognise that there are four seasons and its characteristic weather.</p> <p>Using simple geographical vocabulary, describe the weather on a given day.</p>	<p>Using simple geographical vocabulary, describe the weather in hot and cold locations of the world.</p> <p>Identify the location of the equator, north and south pole.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Begin to identify the weather patterns in the United Kingdom using simple symbols and geographical language.	Begin to identify the weather patterns in other areas of the world using simple symbols and geographical language.	Begin to identify the areas of the world that are hot, and cold in relation to the Equator and the North and South Poles.
	<ul style="list-style-type: none"> <li>Identify land use around the school.</li> </ul>	Recognise that there is land around the school and describe what they can see.	Begin to discuss that land around the school has different uses.	With increasing confidence discuss that land around the school has different uses.	<ul style="list-style-type: none"> <li>Identify land use around the school.</li> </ul>	Use geographical skills to communicate the use of land around the school	Use geographical skills to communicate the use of land around the school in simple drawings and maps.	Use geographical skills to create a map/simple drawing and describe the use of land around the school, including the use of multimedia.
To communicate geographically	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> </ul>	Supported by key vocabulary displays and prompts use basic geographical language verbally in reference to pictures of places	Use basic geographical language verbally in reference to pictures of places, maps, and real places during field work.	Begin to identify human and physical features of the local environment and begin to use geographical vocabulary verbally in reference to pictures of places, maps, and real places during field work, or from their own experiences.	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> </ul>	With support observe and identify human and physical features of the local environment using increasingly correct geographical vocabulary in different contexts: in play, verbally, writing and reading.	Observe, identify and discuss human and physical features of the local environment using correct geographical vocabulary with support in different contexts: in play, verbally, writing and reading.	Independently observe, identify, question and discuss human and physical features of the local environment using correct geographical vocabulary in different contexts: in play, verbally, writing and reading.



	<ul style="list-style-type: none"> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>	Begin to use locational language to describe the location of features (e.g. near, far, close to, etc.)	Understand what a compass is.	Begin to recognise and use compass directions (north, south, east, west)	<ul style="list-style-type: none"> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>	Use locational language to describe the location of features and routes on a map.	Independently recognise and use compass directions.	Confidently use compass directions and locational language to describe the location of features and routes on a map.
	<ul style="list-style-type: none"> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	Talk about geographical drawings using basic geographical vocabulary.	Begin to talk about the features on a simple map, and read the key.	Confidently talk about the features on a simple map, and read the key.	<ul style="list-style-type: none"> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	Devise a simple map and construct basic symbols in a key with support.	Devise a simple map using a grid and construct basic symbols in a key independently.	Devise a simple map using a grid and ask and answer simple questions (e.g. What is in B4?)

	YEAR 3				YEAR 4			
	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure
To investigate places	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>	Begin to answer geographical questions about the physical and human characteristics of a location using some geographical language.	Confidently answer geographical questions about the physical and human characteristics of a location using correct geographical language.	Begin to ask geographical questions about the physical and human characteristics of a location using correct geographical language.	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>	Confidently ask geographical questions about the physical and human characteristics of a location.	Confidently ask and answer geographical questions set by an adult about the physical and human characteristics of a location.	Confidently ask and answer their own questions and questions asked by their peers about the physical and human characteristics of a location.
	<ul style="list-style-type: none"> <li>Explain own views about locations, giving reasons.</li> </ul>	Begin to explain own views about locations	With support explain own views about locations	Confidently explain own views about locations	<ul style="list-style-type: none"> <li>Explain own views about locations, giving reasons.</li> </ul>	Begin to explain own views about locations, giving evidence.	With support explain own views about locations, giving evidence.	Confidently explain own views about locations, giving evidence.
	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	Independently identify the United Kingdom using globes and digital/computer mapping	Begin to identify specific countries (topic related) using globes and digital/computer mapping	Confidently identify specific countries (topic related) using globes and digital/computer mapping	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	Begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.	With support use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.	Confidently use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.
	<ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>	Observe human and physical features in the local area. With support record findings using a range of methods, including bar charts	Observe human and physical features in the local area. Confidently record findings using a range of methods, including sketch maps, plans and graphs.	Observe human and physical features in the local area. Confidently record findings using a range of methods, including sketch maps, plans and graphs and digital technologies.	<ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>	Observe human and physical features in the local area. Begin to record findings using a range of methods, including continuous data/line graphs.	Observe human and physical features in the local area. Independently record findings using a range of methods, including continuous data/line graphs.	Observe human and physical features in the local area. Independently record findings using a range of methods, including continuous data/line graphs and create their own questions.

	<ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>	Begin to use a range of resources to identify the key physical and human features of a location.	Use a range of resources to identify the key physical and human features of a location.	Confidently use a range of resources to identify the key physical and human features of a location.	<ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>	Begin to use a wider range of resources to identify the key physical and human features of a location.	Use a wider range of resources to identify the key physical and human features of a location.	Confidently use a wider range of resources to identify the key physical and human features of a location.
	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	Independently recognise four countries of the United Kingdom together with their major cities and discuss key physical and human geographical features	Begin to recognise that the United Kingdom is separated into geographical areas	Name and locate the geographical areas in the United Kingdom and their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	Begin to name and locate the counties in the United Kingdom	Name and locate the counties in the United Kingdom and their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns	Understand how land-use patterns have changed over time in certain locations in the United Kingdom e.g. Docklands, Liverpool Albert Dock
	<ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	Recognise that the United Kingdom is a part of Europe	Begin to identify and locate European countries using maps, atlases, globes and digital/computer mapping	Begin to identify Europe's main physical and human characteristics.	<ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	With increasing confidence and accuracy identify and locate European countries using maps, atlases, globes and digital/computer mapping	With increasing confidence and accuracy identify Europe's main physical and human characteristics.	Confidently and with increasing accuracy name and locate the countries of Europe and identify their main physical and human characteristics.
To investigate patterns	<ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul>	Begin to identify and locate the Equator, Northern Hemisphere and Southern Hemisphere. Describe some of the characteristics of these geographical areas.	Begin to identify and locate Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas.	Begin to identify and locate the Tropics of Cancer and Capricorn. Describe some of the characteristics of these geographical areas.	<ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul>	Identify and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle with accuracy. Describe some of the characteristics of these geographical areas.	Identify and locate the Tropics of Cancer and Capricorn with accuracy. Describe some of the characteristics of these geographical areas.	Locate with accuracy date and time zones.
	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul>	Begin to describe geographical similarities and differences between countries.	With support describe geographical similarities and differences between countries.	Confidently describe geographical similarities and differences between countries.	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul>	Begin to describe geographical similarities and differences between countries using correct terminology.	With support describe geographical similarities and differences between countries using correct terminology.	Confidently describe geographical similarities and differences between countries using correct terminology.
	<ul style="list-style-type: none"> <li>Describe how the locality of the school has changed over time.</li> </ul>	Observe and describe the school's location and surroundings.	With support use maps to locate the school identify surroundings.	With support use maps to describe the school's location and surroundings.	<ul style="list-style-type: none"> <li>Describe how the locality of the school has changed over time.</li> </ul>	Begin to compare historic maps of the school's location.	With support describe how the locality of the school has changed over time.	Independently describe how the locality of the school has changed over time.
To communicate geographically	<ul style="list-style-type: none"> <li>Describe key aspects of <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>	Locate rivers, mountains and volcanoes on a map with support.	Independently locate rivers, mountains and volcanoes on a map.	With increasing confidence, locate and describe rivers, mountains and volcanoes.	<ul style="list-style-type: none"> <li>Describe key aspects of <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>	Begin to describe key aspects of earthquakes and the water cycle.	Describe key aspects of earthquakes and the water cycle with increasing confidence and using correct geographical vocabulary.	Confidently describe and discuss key aspects of physical geography including: rivers, mountains, volcanoes and earthquakes and the water cycle.

	<ul style="list-style-type: none"> <li>Describe key aspects of <b>human geography</b>, including: settlements and land use.</li> </ul>	Identify the requirements required for a new settlement	Understand the requirements required for a new settlement	Apply the knowledge of requirements to design a new settlement	<ul style="list-style-type: none"> <li>Describe key aspects of <b>human geography</b>, including: settlements and land use.</li> </ul>	Identify different types of land use	Discuss with support different land uses	Confidently talk about changing land uses
	<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	Understand use the eight points of a compass	Understand and use a four-figure grid references with increasing confidence.	Understand and use standard map symbols and their key	<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	Independently use the eight points of a compass.	Confidently use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom	Confidently use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	YEAR 5				YEAR 6			
	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure
To investigate places	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>	Understand the importance of statistics and how they can be used to draw conclusions about locations	Collect statistics and other information about locations and begin to draw conclusions about locations.	Collect statistics and other information about locations and begin to analyse them using correct geographical vocabulary	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>	Collect statistics and other information about locations and confidently analyse them using correct geographical vocabulary	Collect and analyse statistics and other information and draw clear conclusions about locations with some support.	Independently collect and analyse statistics and other information and draw clear conclusions about locations using correct geographical vocabulary.
	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>	Begin to identify and discuss how the physical features affect the human activity within a location.	Identify and discuss how the physical features affect the human activity within a location	Identify, discuss and describe how the physical features affect the human activity within a location	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>	Identify and discuss how the physical features affect the human activity within a location using correct geographical vocabulary	Identify, discuss and describe how the physical features affect the human activity within a location using correct geographical vocabulary	Confidently identify, discuss and describe how the physical features affect the human activity within a location using correct geographical vocabulary.
	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>	Begin to use a range of geographical resources to give descriptions of the characteristic features of a location.	Begin to use a range of geographical resources to give descriptions and opinions of the characteristic features of a location.	With increasing confidence use a range of geographical resources to give descriptions and opinions of the characteristic features of a location.	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>	With some support use a range of geographical resources to give descriptions and opinions of the characteristic features of a location with some use of correct geographical vocabulary.	With increasing confidence and independence use a range of geographical resources to give descriptions and opinions of the characteristic features of a location with some use of correct geographical vocabulary.	Confidently and independently use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location using correct geographical vocabulary.
	<ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features</li> </ul>	Understand the difference between random and systematic sampling.	Begin to use different types of fieldwork (random and systematic) to observe and record the human	Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. Begin to	<ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features</li> </ul>	With increasing confidence use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features	With increasing confidence and independence use different types of fieldwork (random and systematic) to observe,	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical



	in the local area. Record the results in a range of ways.		and physical features in the local area.	record the results in a range of ways	in the local area. Record the results in a range of ways.	in the local area. Begin to record the results in a range of ways	measure and record the human and physical features in the local area. Record the results in an increasingly sophisticated range of ways	features in the local area. Record the results in a range of ways including pie charts, comparison line graphs and the use of ICT.
	<ul style="list-style-type: none"> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul>	Analyse the effectiveness of different geographical representations of a location.	Analyse and begin to compare the effectiveness of different geographical representations of a location.	Analyse and compare the effectiveness of different geographical representations of a location and begin to give views.	<ul style="list-style-type: none"> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul>	Analyse and compare the effectiveness of different geographical representations of a location and more confidently give views.	Independently analyse and compare the effectiveness of different geographical representations of a location and give views backed by some evidence.	Independently analyse and compare the effectiveness of different geographical representations of a location and give views backed by evidence and using correct geographical vocabulary.
	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	Name and locate all the continents and begin to name and locate some countries and cities of the world	Name and locate some countries and cities of the world and begin to identify human and physical characteristics on a range of maps	Name and locate some countries and cities of the world and identify human and physical characteristics, including hills, mountains, rivers, key topographical features.	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	Name and locate some countries and cities of the world and identify human and physical characteristics, including hills, mountains, rivers, key topographical features. Begin to discuss how land-use patterns have changed over time in certain global locations (e.g. China)	With increasing accuracy name and locate some countries and cities of the world and identify human and physical characteristics, including hills, mountains, rivers, key topographical features. More independently discuss how land-use patterns have changed over time in certain global locations (e.g. China)	Confidently and with increasing accuracy name and locate some of the countries and cities of world and identify their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features. Understand how land-use patterns have changed over time in certain global locations (e.g. China)
	<ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	Recognise North and South America on a range of maps and begin to discuss their main characteristics.	Begin to recognise the countries of North and South America and begin to identify some physical and human characteristics of some of the countries.	Recognise the countries of North and South America and identify main physical and human characteristics of some of the countries.	<ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	With increasing confidence recognise the countries of North and South America and identify their main physical and human characteristics with some support.	With increasing confidence recognise the countries of North and South America and identify their main physical and human characteristics independently.	Confidently recognise the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul>	Begin to identify and describe the significance of Equator, Northern Hemisphere and Southern Hemisphere.	Begin to identify and describe the significance of Arctic and Antarctic Circle	Begin to identify and describe the significance of the Tropics of Cancer and Capricorn	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul>	Identify and describe the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	With increasing confidence identify and describe the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night).	Independently identify and describe the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night).



	<ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	Discuss and begin to give some reasons for geographical similarities and differences between countries.	Discuss and give some reasons for geographical similarities and differences between countries.	Confidently discuss some reasons for geographical similarities and differences between countries.	<ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	Discuss and begin to give some reasons for geographical similarities and differences between countries using appropriate vocabulary.	Discuss and give some reasons for geographical similarities and differences between countries using appropriate vocabulary.	Confidently discuss some reasons for geographical similarities and differences between countries using appropriate vocabulary.
	<ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>	Observe and describe how the locations around the world have changed.	Observe and describe how the locations around the world have changed and begin to give some reasons.	Observe and describe how the locations around the world have changed and give some reasons using geographical vocabulary	<ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>	Observe and describe how the locations around the world have changed and begin to explain some reasons using geographical vocabulary	Observe and describe how the locations around the world have changed and explain some reasons using geographical vocabulary	Observe and describe how the locations around the world have changed and confidently explain some reasons using geographical vocabulary
	<ul style="list-style-type: none"> <li>Describe geographical diversity across the world.</li> </ul>	Begin to recognise geographical diversity across the world	Recognise geographical diversity across the world	Recognise and begin to discuss geographical diversity across the world using some geographical vocabulary	<ul style="list-style-type: none"> <li>Describe geographical diversity across the world.</li> </ul>	Describe and discuss geographical diversity across the world with some support using geographical vocabulary.	Describe and discuss geographical diversity across the world with increasing confidence using geographical vocabulary.	Confidently describe and discuss geographical diversity across the world using geographical vocabulary.
	<ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	Begin to recognise connections and interdependencies between countries and geographical regions.	Recognise connections and interdependencies between countries and geographical regions.	Recognise and begin to discuss connections and interdependencies between countries and geographical regions using some geographical vocabulary.	<ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	Discuss and begin to describe connections and interdependencies between countries and geographical regions using some geographical vocabulary.	Discuss and describe connections and interdependencies between countries and geographical regions using geographical vocabulary.	With confidence describe how countries and geographical regions are interconnected and interdependent using geographical vocabulary.
To communicate geographically	<ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b> and the water cycle.</li> </ul>	Recognise climate zones, biomes and vegetation belts on a map with support	Locate and discuss climate zones, biomes and vegetation belts on a map with support	Locate, discuss and describe climate zones, biomes and vegetation belts on a map with support	<ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b> and the water cycle.</li> </ul>	Begin describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Confidently describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	<ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	Identify key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	Begin to describe key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	Describe key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	<ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	Describe and begin to understand key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	With some support describe and understand key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	Independently and with increasing confidence describe and understand key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>	<p>Use the eight point of a compass, four-figure grid references, symbols and to identify and recognise Ordnance Survey symbols</p>	<p>Use the eight point of a compass, four-figure grid references, symbols and to recognise and use Ordnance Survey symbols</p>	<p>Confidently use the eight point of a compass, four-figure grid references, symbols and to recognise and use Ordnance Survey symbols</p>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom.</p>	<p>Confidently use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom.</p>	<p>Confidently use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>
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