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| **EYFS Progression of skills** | | |
| **3-4 years** | **4-5 years** | **ELG** |
| * Match animals to the correct habitat – desert, pond and jungle. * Locate the North Pole – introduce a globe (Santa and the elves live). * Join in a muddy puddle walk. * Know a globe and world map is for looking at where places are in the world. * Investigate where different animals live in the world. * Use the words woods, forest, path, house when talking about a setting. * Join in a bug hunt and talk about where they live or were found. * Talk about family photos in different places. * Name different places they have been on holiday. * Talk about what made the holiday different to home. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Go on a journey in school and the grounds remembering what they saw. * Talk about what they see, using a wide vocabulary. * Begin to understand the need to respect and car for the natural environment and all living things. * Continue to develop positive attitudes about the differences between people. | * Describe where they live. * Know that their school is in Halewood. * Look at a map of our school and locate different places. * Map a journey for Naughty Bus. * Talk about different environments that the Naughty Bus has been to. * Talk about different environments (linked to Literacy Tree texts) e.g. pond, forest, sea. * Know that there are lots of countries in the world. * Know what a globe is and use it to find countries. * Look at a map of their local area. * Describe what they see, hear and feel whilst they are outside. * Explore the natural world around them. * Talk about features of the local environment e.g. shops, houses, parks etc. – eco friendly balloon experiment to see how far the biodegradable balloons travel. * Talk about different jobs people have and everyday heroes in our community. * Talk about what the world looked like in the past. * Know where dinosaurs lived. * Talk about what a desert is like. * Know that some animals live in the desert. * Compare a desert climate with UK. * Talk about different places I have visited and compare them with each other e.g. different countries * Recognise some similarities and differences between life in this country and life in other countries. * Recognise some environments that are different to the one in which they live. * Compare Halewood and Space (linked to Look Up!) | * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. * 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. * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Explore the natural world around them, making observations and drawing pictures. * Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. * Talk about the lives of people around them and their roles in society. |

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| 2011 05 06 three.jpg | | **Year Groups** | **Year 1** |  | | | |  | | | | | | | | |
| **Year 2** |  |  | | | |  | | | | | | | |
| **Year 3** |  | | |  | | | | |  | | | | |
| **Year 4** |  | | | |  | | | | | |  | | |
| **Year 5** |  | | | | | |  | | | | |  | |
| **Year 6** |  | | | | | | |  | | | | | |
| Aims | Key Element | Key Skills | | Stage 1 | | Stage 2  (Minimum Age-related expectation by end of Year 2) | | Stage 3  (Minimum Age-related expectation by end of Year 4) | | | Stage 4 | | Stage 5  (Minimum Age-related expectation by end of Year 6) | | | Stage 6 |
| A  **To develop contextual knowledge of the location of globally significant places – both terrestrial and marine** – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes  **B**  **To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time** | **Locational Knowledge** | Using terminology  Describing  Making links and comparisons | | 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 | | 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, theTropics of Cancer and Capricorn, Arctic and Antarctic Circle,  the Prime/Greenwich Meridian and time zones (including  day and night) | | Using knowledge and understanding to describe & analyse physical and human characteristics in range of locations, contexts & scales. | | | Making links to analyse, drawing on wide range of locations, contexts and scales. |
| Key Skills | | | | | | | | | | | | |
| A) I can find out information, with support, from books and the internet.  B) I can use some technical and topic vocabulary.  C) I can use and draw maps and plans to talk about a location.  D) I can describe what places are like. | | E) I can find out information from different sources.  F) I can discuss my work using appropriate vocabulary.  G) I can read and draw labelled maps and plans of a place, using correct vocabulary.  H) I can describe what places are like and why they are like this. | | I)I can select relevant information from different sources.  J) I can select vocabulary carefully to describe people, places and events.  K) I can accurately read and draw maps, sketches and plans. I can use keys.  L) I can describe how places are similar and different. | | | M) I can select and combine information from different sources.  N) I can use increasingly technical vocabulary.  O) I can read and draw maps and plans to scale.  P) I can explain why places are similar or different and how they have changed over time. | | Q) I can combine and use a range of information from a variety of sources.  R) I can choose and use appropriate technical vocabulary to describe a place.  S) I can find features using one point grid references.  T) I can describe and analyse similarities and differences in a range of locations. | | | U) I can analyse and use a variety of information from a variety of sources.  V) I can confidently use technical vocabulary to describe and analyse comparative features.  W) I can confidently find feature using two point grid references.  X) I can describe and analyse similarities and differences in a range of locations, contexts and scales. |
| A  To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their **defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes**  **B**  **To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time**  C  **To be competent in the geographical skills needed to:**  **collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes**  **interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS**  **communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.** | **Place Knowledge** | Identifying  Describing  Explaining  Making links and comparisons | | observe and describe the human and physical geography of a small area of the United Kingdom. | | 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. | | understand geographical similarities and differences  through the study of human and physical geography of a region of the United Kingdom and a region in a European  country. | | | understand geographical similarities and differences  through the study of human and physical geography of a region within North or South America. | | Describe and begin to explain geographical patterns. | | | Identify and analyse geographical patterns resulting from interactions at range of scales. |
| Key Skills | | | | | | | | | | | | |
| A)I can find out information, with support, from books and the internet.  B) I can use sometechnical and topic vocabulary.  C) I can use and draw maps and plans to talk about a location.  D) I can describe what people and places are like.  E) I know about my local area and can describe it’ s features. | | F) I can find out information from different sources.  G) I can discuss my work using appropriate vocabulary.  H) I can read and draw labelled maps and plans of a place, using correct vocabulary.  I)I can describe what places are like and why they are like this.  J) I can describe places tat are different to my area of the British Isles.  I can compare my location with a developing one. | | K) I can select relevant information from different sources.  L) I can select vocabulary carefully to describe people, places and events.  M) I can accurately read and draw maps, sketches and plans. I can use keys.  N) I can describe how places are similar and different.  O) I can describe features of places in Britain, Europe and the rest o f the world. | | | P) I can select and combine information from different sources.  Q) can use increasingly technical vocabulary.  R) I can read and draw maps and plans to scale.  S) I can explain why places are similar or different and how they have changed over time.  T) I can describe the human and physical features of places all over the world. I can identify patterns in theses features. | | U) I can combine and use a range of information from a variety of sources to describe and begin to explain geographical patterns.  V) I can use technical vocabulary accurately to begin to explain geographical patterns.  W) I can read and draw maps and plans to scale, to help explain geographical patterns.  X) I can explain what places are like, identifying geographical patterns.  Y) I can compare and contrast my area with a contrasting locality in terms of physical and human features, identifying patterns. | | | Z) I can combine and use a range of information from a variety of sources to identify and analyse geographical patterns resulting from interactions at a range of scales.  AA) I can use technical vocabulary accurately to explain geographical patterns.  BB) I can confidently read and draw maps at a range of scales.  CC) I can explain what places are like by analysing geographical patterns.  DD) I can compare and contrast my area with a contrasting locality in terms of physical and human features, identifying patterns resulting from interactions at a range of scales. |
| A  To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their **defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes**  **B**  **To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time**  C  **To be competent in the geographical skills needed to:**  **collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes**  **interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS**  **communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.** | **Human and Physical Geography** | Identifying  Interpreting  Explaining events | | Identify seasonal/daily weather patterns in the UK .  Use basic geographical vocabulary to refer to key physical and human features of their school and its grounds and of the surrounding environment. | | 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.  Use basic geographical vocabulary to refer to key physical and human features of a contrasting non‐European country. | | Describe and understand key aspects of physical and human  geography, including rivers, mountains, volcanoes and  earthquakes, the water cycle, types of settlement and land  use and economic activity including trade links | | | Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts and the distribution of natural resources including energy, food, minerals and water. | | Demonstrate understanding of geographical diversity by describing how physical & human processes can lead to similarities & differences in environments of different places and in the lives of people who live there. | | | Describe & explain interactions within & between physical & human processes & show how interactions create diversity & interdependence & help change places and environments. |
| Key Skills | | | | | | | | | | | | |
| A)I can use some technical and topic vocabulary.  B) I can describe what people and places are like.  C) I can identify, with support, the effect that people can have on a location.  D) I can use and draw maps and plans identifying weather patterns.  E) I can find out information, with support, from books and the internet.  F) I can choose, with support, an appropriate source to find information. | | G) I can discuss my work using appropriate vocabulary.  H) I can describe what places are like and why they are like this.  I)I can describe the effect that people can have on a location.  J) I can use and draw maps and plans identifying weather patterns and the location of hot and cold areas of the world, as well as key human and physical features.  K) I can find out information from different sources.  L) I am beginning to choose an appropriate source to find information. | | M) I can select vocabulary carefully to describe people, places and events.  N) I can describe how places are similar and different.  O) I can write about how places can be improved or damaged by people. I can make suggestions for improvements.  P) I can accurately read and draw maps, sketches and plans using keys to identify key aspects of physical and human features eg rivers, mountains, settlement etc  Q) I can select relevant information from different sources.  R) I know that some sources are better than others for finding out information. | | | S) I can use increasingly technical vocabulary.  T) I can explain why places are similar or different.  U) I can explain how and why places have been improved or damaged by people.  V) I can read and draw maps and plans to scale to describe key aspects of physical and human features eg climate zones, distribution of natural resources.  W) I can select and combine information from different sources.  X) I can talk about how reliable a source is, giving reasons for my answers. | | Y) I can use technical vocabulary accurately to begin to explain similarities and differences.  Z) I can explain geographical diversity.  AA) I can compare and contrast localities and how they change. I know how these changes can affect people.  BB) I can find features using grid references and compass points to identify geographical diversity and types of environments.  CC) I can evaluate different sources of information and select the most relevant.  DD) I can evaluate different sources of information and explain which is the most reliable. | | | EE) I can use technical vocabulary accurately to describe and explain interactions, diversity and environments.  FF) I can describe and explain interactions within and between physical and human processes.  GG) I can analyse and compare changes and write about their affects on people and the environment.  HH) I can find features using grid references to compare and contrast diversity and independence within and between environments.  II) I can analyse information from a variety of sources and explain which is the most reliable, giving explanations.  JJ) I can evaluate different sources of information and explain which is the most reliable. |
| C  **To be competent in the geographical skills needed to:**  **collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes**  **interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS**  **communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.** | **Geographical Skills and Fieldwork** | Enquiry  Using sources  Using terminology  Selecting  Organising  Communicating/  deploying | | use world maps, atlases and globes to identify the continents and oceans studied at this key stage  use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  use photographs to recognize landmarks and basic human  and physical features; devise simple picture maps  use simple fieldwork and observational skills to study the geography of their school and its grounds | | use world maps, atlases and globes to identify the United  Kingdom and its countries  use simple compass directions (North, South, East and  West), to describe the location of features and routes on a  map  use aerial photographs and plan perspectives to recognise  landmarks and basic human and physical features; devise a  simple map; and use and construct basic symbols in a key  use simple fieldwork and observational skills to study the key human and physical features of the schools surrounding environment | | use maps, atlases, globes and digital/computer mapping to  locate countries and describe features studied  use the eight points of a compass, four‐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  Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of human and physical features.  use fieldwork to observe, measure, record the human and physical features in the local area using a range  of methods, including sketch maps, plans and graphs, and  digital technologies. | | | use maps, atlases, globes and digital/computer mapping to  locate countries and describe features studied  use the eight points of a compass, four and six‐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  Critically study photographs eg do they think these were taken close to the Equator or further away?  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. | | Select and use of appropriate skills to help investigate places and environments.  Selecting appropriate ways of presenting information.  Presenting findings graphically  Study photos/ pictures/maps to make comparisons between locations.  .  use fieldwork to observe, measure, record, present and explain the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | Select and use appropriate skills to **effectively i**nvestigate places and environments  Select range of sources of evidence, used effectively.  Present findings in a coherent way using appropriate methods.  Study photos/ pictures/maps to make comparisons between locations. Analyse evidence and draw conclusions.  use fieldwork to observe, measure, record, com pare, contrast 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. |
| Key Skills | | | | | | | | | | | | |
| A)I can record observations and ideas using a sketch book.  B) I can use some technical and topic vocabulary.  C) I can use and draw maps and plans to talk about a location.  D) I can describe what places are like.  E) I can measure and weigh objects, using standard and non standard measurements. | | F) I can record and explain my ideas and improvements in my sketch book.  G) I can discuss my work using appropriate vocabulary.  H) I can use two figure grid references and read and draw labelled maps and plans of a place, using correct vocabulary.  I)I can describe what places are like and why they are like this.  J) I can measure accurately using different units. | | K) I can keep notes about the purpose of my work and use labels, captions and short paragraphs.  L) I can select vocabulary carefully to describe people, places and events.  M) I can accurately use two and four figure grid references and read and draw maps, sketches and plans. I can use keys.  N) I can describe how places are similar and different.  O) I can draw and measure objects accurately, choosing the correct equipment and using the correct measurements. | | | P) I can keep notes on how to develop my work. I can share my notes with others.  Q) I can use increasingly technical vocabulary.  R) I can use four and six figure grid references and read and draw maps and plans to scale.  S) I can explain why places are similar or different and how they have changed over time.  T) I can use my knowledge of area, volume, proportion and ratio to accurately draw and measure objects. | | U) I can keep notes about adapting and refining my work. I can share these notes with others.  V) I can choose and use appropriate technical vocabulary to describe a place.  W) I can find features using six and eight figure grid references .  X) I can describe and analyse similarities and differences in a range of locations.  Y) I can talk about and describe the types of measurements needed for different objects and use them correctly | | | Z) I can amend my notes adapting and refining my work.  AA) I can confidently use technical vocabulary to describe and analyse comparative features.  BB) I can confidently find and use features using six and eight point grid references.  CC) I can describe and analyse similarities and differences in a range of locations, contexts and scales.  DD) I make careful measurements during fieldwork activities and represent my findings mathematically. |