

# Geography

## Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Skills and Field Work	<p><b>Demonstrate understanding of the basic features of familiar environments</b></p> <ul style="list-style-type: none"> <li>• Explore different environments</li> <li>• Recognise and learn the names of some features of different environments i.e. beach, forest, park etc.</li> <li>• Recognise pictures of different environments.</li> <li>• Use photos or symbols to locate features in their immediate environment</li> </ul>	<p><b>Explore the natural world around them describing indoor and outdoor environments and what they can see, hear and feel.</b></p> <ul style="list-style-type: none"> <li>• Visit / investigate indoor and outdoor local environments</li> <li>• Experience using simple maps within the school environment</li> <li>• Recognise and name features of the natural environment</li> <li>• Sort features of indoor and outdoor environments</li> </ul>	<p><b>Begin to use simple geographical language, use simple picture maps to move around the school and local area</b></p> <ul style="list-style-type: none"> <li>• Look in detail at maps of local environments</li> <li>• Recognise features marked on maps</li> <li>• Begin to use geographical language relating to the maps and local area</li> <li>• Begin to follow simple maps to find key features</li> </ul>	<p><b>Follow a short route on either a large scale or an OS map</b></p> <ul style="list-style-type: none"> <li>• Understand and use simple compass directions (North, South, East, West)</li> <li>• Make maps and construct simple keys outlining features</li> <li>• Compare maps with aerial photographs</li> <li>• Describe features of an OS map</li> <li>• Follow a simple route and give simple directions</li> </ul>
Human and Physical Features	<p><b>Recognise and name simple natural and human features</b></p> <ul style="list-style-type: none"> <li>• Recognise and learn the names of some of the animals and objects that can be found in the environment linked to the topic</li> <li>• Sort animals according to a contrasting</li> </ul>	<p><b>Compare similarities between the UK and elsewhere (link to topic)</b></p> <ul style="list-style-type: none"> <li>• Recognise and begin to use vocabulary of key physical features of the UK</li> <li>• Begin to recognise similarities between UK</li> </ul>	<p><b>Compare similarities and differences between the UK and elsewhere including human and natural features</b></p> <ul style="list-style-type: none"> <li>• Compare similarities and differences between UK and elsewhere linked to a topic</li> </ul>	<p><b>Recognise how the environment may be improved and sustained by human action</b></p> <ul style="list-style-type: none"> <li>• Identify key physical features, including: beach, cliff,</li> </ul>

	<p>environmental factor linked to the termly topic</p> <ul style="list-style-type: none"> <li>Show developing curiosity about geographical features linked to a topic</li> <li>Start recognising and naming some natural features and human features linked to topic</li> </ul>	<p>and elsewhere linked to a topic</p> <ul style="list-style-type: none"> <li>Begin to compare similarities between UK and elsewhere linked to a topic.</li> <li>Experience looking at a globe and locating relevant countries</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use key vocabulary of key physical features of the UK and elsewhere linked to a topic</li> <li>Identify on a globe or map relevant countries</li> </ul>	<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>Investigate types of settlement and land use</li> <li>Investigate and understand economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
Locational	<p><b>Recognise where they live, and be aware that there are other countries</b></p> <ul style="list-style-type: none"> <li>Recognise where they live, to identify their house from photos</li> <li>Recognise school and explore different areas of the school</li> </ul>	<p><b>Name, locate and identify the 4 countries of the UK and England's capital city</b></p> <ul style="list-style-type: none"> <li>Identify the capital city for England</li> <li>Learn about key features of London</li> </ul>	<p><b>Name, locate and identify the 4 countries of the UK, the 4 capital cities and the surrounding seas</b></p> <ul style="list-style-type: none"> <li>Locate the four countries on a map of the UK</li> </ul>	<p><b>Locate the world's countries and major cities using maps</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom and their</li> </ul>

	<ul style="list-style-type: none"> <li>• Look at photos of familiar local places and of other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of the 4 countries of the UK</li> <li>• Explore maps of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Name the 4 countries of the UK and their capital cities</li> <li>• Recognise and name the flags of the 4 countries</li> <li>• Find out about traditions for each country</li> </ul>	<p>identifying human and physical characteristics, (including hills, mountains, coasts and rivers)</p> <ul style="list-style-type: none"> <li>• Ask simple geographical questions e.g where is it? What is it like?</li> <li>• Name and locate the 7 continents and 5 oceans</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Confidently identify significant places and environments and locate places on a world map</p>
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