

National Curriculum - Geography Statutory Coverage

| EYFS | Key Stage One | Key Stage Two |
|---|---|--|
| <p>Early Learning Goals (ELGs):</p> <p>Understanding the World - The World:</p> <ul style="list-style-type: none"> Children talk about similarities and differences in relation to places, objects, materials and living things. They talk about their own immediate environment and how environments may vary from one another. They make observations and explain why some things occur, and talk about changes. <p>Understanding the World - People & Communities:</p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves, others, their families, communities and traditions. <p>Understanding the World - Speaking:</p> <ul style="list-style-type: none"> Children develop their own narratives and explanations by connecting ideas and events. | <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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 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 directional language [for example, near and far; left and right], to describe the location of features and routes on a map. | <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 within North or South America Human and physical geography. 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 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. 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. |

Geographical Understanding: Progression of Skills

The following is a list of skills which every Glynwood pupil will encounter during their Geography studies. These 'I can' statements have been created to include the listed skills for the EYFS from the Early Learning Goals and Key Stage 1 and Key Stage 2 in the National Curriculum. These help to assess whether the children are 'working towards', 'working at expected' or 'working at greater depth' in the age-related skills for their year group.

| | | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|----------------------------|-----------------------------|--|--|---|--|--|---|--|
| Geographical Skills | Place Knowledge | <ul style="list-style-type: none"> I am beginning to talk about where I am and what I can see. | <ul style="list-style-type: none"> I am beginning to talk about the human and physical geography I can see in an area. AUT1 | <ul style="list-style-type: none"> I can talk about geographical similarities and differences between my city and a non-European city (Mumbai in India). SUM1 | <ul style="list-style-type: none"> I can identify geographical similarities and differences in Newcastle and London. AUT1 I can identify geographical similarities and differences in a region of the UK and a region in a European country. (UK & Italy) SUM1 | <ul style="list-style-type: none"> I can identify geographical similarities and differences in a region of the UK and a region in a European country. (Kielder and Netherlands) AUT2 I can identify geographical similarities and differences in a region of the UK and a region within South America. SPR2 | <ul style="list-style-type: none"> I can identify geographical similarities and differences between the UK and a region in a European country. <ul style="list-style-type: none"> Energy distribution AUT1 Comparing rivers SUM1/2 | <ul style="list-style-type: none"> I can identify geographical similarities and differences between a region of the UK and a region in a European country. <ul style="list-style-type: none"> Italy topography SUM2 |
| | Location Knowledge | <ul style="list-style-type: none"> I can tell you where I am and where I am going. | <ul style="list-style-type: none"> I can name and locate the four countries of the United Kingdom on a map. SPR1 I can identify characteristics of the four countries of the United Kingdom. SPR1 I can name and locate my local town (Gateshead) on a map of the UK. AUT1 | <ul style="list-style-type: none"> I can name, locate and identify characteristics of the four countries of the United Kingdom on a map. AUT1 I can name and locate the capital cities of the UK. AUT1 I can name and locate the seas surrounding the UK. AUT1 I can name and locate my city (Newcastle) on a map of the UK. AUT1 I can name and locate the 7 continents on a world map. SPR2 I can name and locate 5 oceans on a world map. SPR2 | <ul style="list-style-type: none"> I can name and locate cities of the United Kingdom. AUT1 I can identify some key human and physical characteristics of Newcastle and London. AUT1 I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) AUT1/SUM1/2 I can talk about the land use patterns of Newcastle and London. AUT1 I can explain how the areas I've studied have changed over time. AUT1/SUM1/2 | <ul style="list-style-type: none"> I can identify, locate and talk about a range of the world's most significant human and physical features: AUT2 SPR2 <ul style="list-style-type: none"> Largest flood defence. Most expensive flood defences. Largest reservoir. Largest rainforest. I can name and locate regions of the United Kingdom. AUT1 I can name and locate counties of the North East region. AUT1 I can locate the world's countries, using maps to focus on Europe and the key physical and human characteristics of the area being studied (Netherlands). AUT2 I can locate environmental regions on a world map. SPR2 I can identify key topographical features of the areas I'm studying (hills, rivers, etc) AUT1/2 SPR2 I can explain how the areas I've studied have changed over time. AUT2 SPR2 I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. SPR2 | <ul style="list-style-type: none"> I can name and locate counties and regions of the United Kingdom. SUM1/2 I can locate the world's countries, using maps to focus on Europe and the key physical and human characteristics of the areas being studied. AUT1 I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) and compare them. SUM1/2 I can explain how the areas I've studied have changed over time. AUT1 I can locate some principal cities on a map of Europe. AUT1 I can name and locate Europe on a world map and identify some of its countries. AUT1 | <ul style="list-style-type: none"> I can name and locate counties and regions of the United Kingdom. SUM2 I can locate the world's countries on a map focusing on their environmental regions and the key physical and human characteristics of the country. AUT1 SUM1 I can name and locate the world's countries, using maps to focus on Europe, their environmental regions and key physical and human characteristics. (Italy) SUM2 I can name and locate Europe on a world map and identify some its countries and major cities. (Italy) SUM2 I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) and can explain how the areas I've studied have changed over time. SUM2 I can 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) SUM1 |
| | Human & Physical | <ul style="list-style-type: none"> I am beginning to talk about places I've visited like going to the hop, the park, the beach and what I see. I can talk about my house. I show I interest in different occupations and ways of lie. | <ul style="list-style-type: none"> I am beginning to talk about the key human features of my local community. AUT1 I can use basic geographical vocabulary to describe different types of buildings. AUT1 I can use basic geographical vocabulary to describe the area I am studying. SPR1 I can identify the different seasons. SUM2 I can talk about the daily weather in the UK. SUM2 | <ul style="list-style-type: none"> I can identify the human and physical geography of an area I'm studying. AUT1 I can talk about the seasonal weather patterns in the UK. SUM1 I can identify the locations of hot and cold areas of the world. SPR2/SUM1 I can identify where the Equator, North and South poles on a world map. SPR2 I can use basic geographical vocabulary to describe features in the area I am studying. AUT1/SUM1 | <ul style="list-style-type: none"> I am beginning to describe and explain the key aspects of types of settlement and land use. AUT1 I am beginning to describe and explain the key aspects of economic activity, including trade links and population of the areas I'm studying. AUT1/SUM2 I can use geographical vocabulary to discuss the human and physical geography of an area. AUT1/SUM1/2 | <ul style="list-style-type: none"> I can describe and explain the key aspects of land use. AUT2 I can identify the key aspects the water cycle. AUT2 I can use geographical vocabulary to discuss the human and physical geography of an area. AUT1 AUT2 SPR2 I can describe key aspects of climate zones. SPR2 I can describe key aspects of biomes and vegetation belts. SPR2 I can explain how people try to sustain environments. AUT2 SPR2 | <ul style="list-style-type: none"> I can use geographical vocabulary to discuss the human and physical geography of an area. AUT1 I can describe and explain the key aspects of types of settlement of an area I've studied. SUM1/2 I can describe and explain the key aspects of land use of an area I've studied. AUT1 SUM1/2 I can describe and explain key aspects rivers. SUM1/2 I can describe and explain key aspects of the water cycle with increasing confidence. SUM1/2 I can explain why trade links between the UK, Europe and the World are important. AUT1 | <ul style="list-style-type: none"> I can use geographical vocabulary to discuss the human and physical geography of an area I'm studying. AUT1/SUM1/2 I can describe and explain the key aspects of mountains, volcanoes and earthquakes. SUM1 I can describe and explain the distribution of natural resources including energy, food, minerals and water. AUT1 I can describe and explain the economic activity including trade links and the trade of natural resources. AUT1 |

Maps: Progression of Skills

| | | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-------------------|---------------------------------|---|---|---|--|--|---|--|
| Map Skills | Maps Used | Photographs, Picture Globe | Photographs, Picture Map, Basic Atlas, Picture Globe, Local Area Map, United Kingdom Map, Aerial Map | Photographs, Basic Atlas, Picture Globe, Digital Maps, United Kingdom Map, World Map, Continents and Oceans Map, Aerial Map | Photographs, Junior Atlas, Political Globe, Digital Maps, United Kingdom Map, Map of Europe, Continents and Oceans Map, World Map, Aerial Map, Population Density Map, Terrain Map. | Photographs, Junior Atlas, Political Globe, Digital Maps, British Isles Map, Regions/ Countries Map, Political World Map, Political Map of Europe, Aerial Map, OS Map, Terrain Map, Climatic Map | Photographs, Atlas, Political Globe, Digital Maps, British Isles Map, Regions/Countries Map, Political World Map, Political Map of Europe, Aerial Map, OS Map, Terrain Map, Land Use Map, Natural Resource Map | Photographs, Atlas, Political Globe, Digital Maps, British Isles Map, Regions/Countries Map, Political World Map, Political Map of Europe, Aerial Map, OS Map, Terrain Map, Land Use Map, Natural Resource Map, Tectonic Plate Map |
| | Using Maps | | <ul style="list-style-type: none"> I am beginning to use a world map or atlas to locate and label the United Kingdom. AUT1 and its countries. SPR1 I can identify a map, an atlas and a globe. SPR1 I can use a simple map to move around school. AUT1 | <ul style="list-style-type: none"> I can use a world map, atlas and globe with some guidance to identify the UK and its countries. AUT1 I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. AUT1 I can use an atlas with some guidance to identify countries on a world map. (India) SUM1 I can use an atlas with some guidance to identify the continents and oceans of the world. SPR2 | <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. AUT1/SUM2 | <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. AUT1/2 I can use simple OS maps to build my knowledge of the UK and the wider world. AUT1 | <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. AUT1 I can use OS maps to build my knowledge of the UK and the wider world mostly independently. SUM1/2 | <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. AUT1 SUM1 I can use OS maps to build my knowledge of the UK and the wider world independently. SUM2 |
| | Drawing Maps | <ul style="list-style-type: none"> I can make marks to represent a familiar object/environment and tell you what it is. 'My house, my school, the park'. | <ul style="list-style-type: none"> I can create a simple map using real objects to represent places or features. AUT1 SUM2 | <ul style="list-style-type: none"> I can draw a simple map of my school, including appropriate drawings and symbols to represent places or features. SPR2 | <ul style="list-style-type: none"> I can draw a simple aerial map with some identifiable human and physical features. SUM1 | <ul style="list-style-type: none"> I can draw a map of a short route experienced, with key human and physical features located accurately in relation to one another. AUT1 | <ul style="list-style-type: none"> I can draw a detailed map with positioning of key features located accurately in relation to one another. SUM1/2 | <ul style="list-style-type: none"> I can draw a map of increasing complexity that shows appropriate distance between places or features based on a given scale. SUM2 |
| | Symbols & Keys | | <ul style="list-style-type: none"> I can add given labels to a simple map. AUT1 | <ul style="list-style-type: none"> I can use basic symbols to represent features and make a key. SPR2 | <ul style="list-style-type: none"> I am beginning to identify some standardised OS Map symbols. SUM1 I am beginning to use a key on an OS map. SUM1 | <ul style="list-style-type: none"> I can identify and use a range of standardised OS Map symbols. AUT1 I know what a key is and why it is important. AUT1 | <ul style="list-style-type: none"> I can identify and use a range of standardised OS Map symbols. SUM1/2 I can identify and use different keys on a range of maps. AUT1 SUM1/2 | <ul style="list-style-type: none"> I can identify and use an increasing range of standardised symbols and a key on an OS map. SUM2 I can identify and use symbols in atlases with increasing confidence. AUT1/SUM1/2 |
| | Direction & Location | <ul style="list-style-type: none"> I can follow simple direction. 'Go to the toilet', 'Hang your coat in the cloakroom', 'stand up, sit down'. | <ul style="list-style-type: none"> I can use/follow locational and directional language, up/down, forwards backwards, near/far SUM2 I am beginning to use a simple compass following N, E, S and W directions. SUM2 | <ul style="list-style-type: none"> I can use locational and directional language with increasing confidence, near/far, left/right, next to/under, etc. AUT1/SPR2/SUM1 I can use simple compass directions (N/E/S/W) to describe the location of features and route on a map. SPR2/SUM1 | <ul style="list-style-type: none"> I can use and follow directions on a 4-pointed compass confidently. AUT1/SUM1 I understand the 8 points of compass. AUT1 SUM1 I am beginning to use an 8-pointed compass with some support. SUM1 I am beginning to use letter/number coordinates to locate features on a map. SUM1 | <ul style="list-style-type: none"> I understand the 8 points of compass. AUT1/2 SPR2 I can use an 8-pointed compass with some support. AUT1/2 SPR2 I can use letter/number coordinates to locate features on a map confidently. AUT1 I am beginning to use and follow 4-figure grid references. AUT1 | <ul style="list-style-type: none"> I can use an 8-pointed compass mostly independently. SUM1/2 I can use and follow 4-figure grid references with confidence. SUM1/2 I'm beginning to understand and use 6-figure grid references with some support. SUM1/2 | <ul style="list-style-type: none"> I can use an 8-pointed compass independently. AUT1/SUM1/2 I can use and follow 6-figure grid references. SUM2 |

Fieldwork: Progression of Skills

| | | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-------------------------|------------------------|--|---|--|---|--|--|--|
| Fieldwork Skills | Where? | Exploring school. | Walk around school grounds. Walk around the local area. | Walk around school grounds. Local beach visit (& The Word Library)?? | Walk around Newcastle | Walk around Kielder | Walk around Malham | Residential at Robinwood |
| | Field sketching | I can draw a familiar environment, adding colour and key features. <i>E.g my house has a red door and a big tree in the garden.</i> | <ul style="list-style-type: none"> I can draw simple pictures/ outlines to represent features I've seen on my school grounds. AUT1/SUM2 | <ul style="list-style-type: none"> I can draw simple pictures/ outlines of features I observe on my school grounds and add labels. SPR2 | <ul style="list-style-type: none"> I can draw a detailed sketch of a feature from observation or photo. AUT1 I can annotate my sketch with labels and a title. AUT1 | <ul style="list-style-type: none"> I can draw a detailed sketch of an area I'm observing focusing on key features in the view. AUT1 SPR2 I can annotate my sketch with labels, a title, location and date. AUT1 SPR2 | <ul style="list-style-type: none"> I can draw a detailed sketch of an area I'm observing focusing on key features in the view. SUM1/2 I can annotate my sketch with explanatory labels, a title, location and date. SUM1/2 | <ul style="list-style-type: none"> I can draw a detailed sketch of an area I'm observing focusing on key features in view. SUM 1/2 I can annotate my sketch to describe and explain geographical processes and patterns. SUM 1/2 |
| | Gathering Data | <ul style="list-style-type: none"> I can use my senses when making observations. <i>E.g Hears a car or feeling the grass/trees.</i> I can ask questions to find out information. | <ul style="list-style-type: none"> I am beginning to talk about observations I make on my fieldwork. <i>E.g. buildings, trees, roads.</i> AUT1/SUM2 | <ul style="list-style-type: none"> I can talk about observations I make on my fieldwork. AUT1/SPR2/SUM1 I can collect and record data. <i>E.g. using a thermometer and a weather vane to measure the weather and record on a weather chart.</i> SUM1 | <ul style="list-style-type: none"> I can make observations using appropriate geographical language. AUT1/SUM1/2 I can collect and record data using a given technique. <i>E.g tally for counting traffic.</i> AUT1/SUM1/2 | <ul style="list-style-type: none"> I am beginning to collect data using a range of given techniques. <i>E.g. in person, questionnaires, data from maps or the internet.</i> AUT1 SPR2 | <ul style="list-style-type: none"> I can collect data using a range of given techniques. AUT1/SUM 1/2 <i>E.g. in person, questionnaires, data from maps or the internet.</i> | <ul style="list-style-type: none"> I can select an appropriate method of data collection. <i>E.g. in person, questionnaires, data from maps or the internet.</i> AUT1/SUM 1/2 I can use digital technologies to gather information over time. AUT1/SUM 1/2 |
| | Presenting Data | I talk about what I see and how I feel. | <ul style="list-style-type: none"> I can present geographical data on a weather chart. SUM2 | <ul style="list-style-type: none"> I can present geographical data on a weather chart. SUM1 | <ul style="list-style-type: none"> I can present geographical data using pictograms and tally charts. AUT1/SUM1/2 | <ul style="list-style-type: none"> I can present geographical data using bar graphs and tables. AUT1 SPR2 | <ul style="list-style-type: none"> I can choose an appropriate method to present geographical data from a given range. <i>E.g. Constructing a graph/table/pictogram to show regions of the UK's energy usage.</i> AUT1/SUM 1/2 | <ul style="list-style-type: none"> I can independently choose an appropriate method to present geographical data. SUM2 I can present comparative data on a graph and explain my findings. SUM2 |
| | Photography | I look at photographs/ images with interest. | <ul style="list-style-type: none"> I can recognise a photograph taken by a teacher as something they have seen. AUT1/SUM2 | <ul style="list-style-type: none"> I can recognise a photograph taken by a teacher and label the photo with help. AUT1/SPR2/SUM1 | <ul style="list-style-type: none"> I can use a camera with help to record what I have seen. I can add titles and labels to photos including location. AUT1 | <ul style="list-style-type: none"> I can point out useful views to photograph for during my fieldwork I can use a camera independently I can annotate the photo AUT1 | <ul style="list-style-type: none"> I can suggest how photos provide useful evidence. SUM 1/2 I can evaluate usefulness of my photos. I can use photos in my investigations. SUM 1/2 | <ul style="list-style-type: none"> I can select photographs as the most appropriate for the evidence I need. SUM2 I can evaluate the quality of the evidence I have used. SUM2 |