

# Harby Primary School

## Geography Knowledge and Skills Progression Map

### EYFS – Year 6



*Expanding horizons, exploring potential and embracing faith.*

At Harby we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it.

Geography Skills Progression Map							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location and Place Knowledge</b>	Name and locate different parts of the local community.	Name and locate some places in their locality, the UK and wider world.	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
<b>Human and physical geography</b>	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary.  Express their views on some features of their environment e.g. what they do or do not like.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Use geographical language to describe some aspects of human and physical features and patterns.  Make observations about places and features that change over time.	Use geographical language to identify and explain some aspects of human and physical features and patterns.  Describe how features and places change and the links between people and environments.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.  Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.  Explain some links and interactions between people, places and environments.
<b>Geographical Skills: Enquiry and Investigation</b>	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions.  Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments.  Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments.  Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?'  Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?  Recognise geographical issues affecting people in different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?  Make predictions and test simple hypotheses about people, places and geographical issues.
<b>Geography Skills: Fieldwork</b>	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of the school and local environment.	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
<b>Geographical Skills: Interpret a Range of Sources of Geographical Information</b>	Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.  Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.  Use the eight compass points and recognise some Ordnance Survey symbols on maps.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.  Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most appropriate for a task.  Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.  Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.

<b>Geographical Skills: Communicate Geographical Information</b>	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.  Draw, speak or write about simple geographical concepts such as what they can see where.	Express views about the environment and can recognise how people sometimes affect the environment.  Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.  Communicate geographical information through a range of methods including the use of ICT	Express their opinions on environmental issues and recognise that other people may think differently.  Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.  Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.  Communicate geographical information using a wide range of methods including writing at increasing length.
<b>Mapping</b>							
<b>Direction/Location</b>	Follow simple directions.	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions:  Use letter/no. coordinates to locate features on a map.	Use 4 compass points well:  Begin to use 8 compass points;  Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points;  Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately;  Use 4 figure co-ordinates confidently to locate features on a map.  Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
<b>Drawing Maps</b>	Draw and create their own maps using real objects, and/or pictures and symbols.	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order;  Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order;  Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data.  Begin to draw plans of increasing complexity.
<b>Representation</b>	Look at signs and symbols on different types of maps for example in school, and the local community.	Use own symbols on imaginary map.	Begin to understand the need for a key.  Use class agreed symbols to make a simple key.	Know why a key is needed.  Use standard symbols.	Know why a key is needed.  Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key;  Use/recognise OS map symbols.	Use/recognise OS map symbols;  Use atlas symbols.
<b>Using Maps</b>	Use a simple map with symbols to spot features in the school grounds or in the local community	Use a simple picture map to move around the school;  Recognise that it is about a place.	Follow a route on a map.  Use a plan view.  Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe.  Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe)  Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)  Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map.  Describe features shown on OS map.  Locate places on a world map.  Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
<b>Style of Maps</b>	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	Picture maps and globes	Find land/sea on globe.  Use teacher drawn base maps.  Use large scale OS maps.  Use an infant atlas.	Use large scale OS maps.  Begin to use map sites on internet.  Begin to use junior atlases.  Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps.  Use junior atlases.  Use map sites on internet.  Identify features on aerial/oblique photographs.	Use index and contents page within atlases.  Use medium scale land ranger OS maps.	Use OS maps.  Confidently use an atlas.  Recognise world map as a flattened globe.

## Geographical Knowledge

**EYFS/KS1**

**EYFS Framework:**

**People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

**The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**KS1 Geography NC Framework:**

**Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- 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

**Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- 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
- 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 geography of their school and its grounds and the key human and physical features of its surrounding environment

**EYFS  
Year 1**

**Year 2**

**Ticket to Ride (My wider world - EYFS)**

Make comparisons between different places in this country and across the world.  
Read a variety of books and stories that increases cultural and geographical awareness.  
Explore maps and plans.  
Create a simple plan of the school and immediate environment.  
Plan simple routes to different places.

**Amazing animals (My wider World - EYFS/Yr 1)**

Whilst studying animals look at the climate in which the animal lives (hot and cold countries)  
Use 'Go Jettors' to support teaching and learning of different places.  
Make comparisons between the jungle, ocean, town...etc

**All about me (My local area - Yr 1)**

use different maps and understand the key features of maps;  
use compass directions (NESW), locational and directional language;  
make comparisons between features of different places; compare distances; use map symbols in a key;  
plan a route giving reasons for choice;  
Create maps and plans on our school and environment.  
use fieldwork skills appropriately;  
make observations about the school using description; explain the order an address is written.

**Come outside with me. (Seasonal weather patterns EYFS/Yr 1)**

Make recordings about the weather with some support.  
Know how weather can affect people's lives.  
Use world maps and globes to identify a range of countries, the Equator and the North and South Poles.  
Explain weather dangers and how people can protect themselves.  
Make comparisons between different types of weather.

**Maps and Fieldwork**

Compare different types of map.  
Explain a range of key features of maps.  
Use compass directions to describe how to move around a map.  
Plan a route using key vocabulary, positional and directional language.  
Identify a range of map symbols.  
Confidently use an atlas to locate a range of countries, capital cities in the UK and the world.  
Compare aerial and ground level view photographs.  
Make comparisons between features of different places.  
Consolidate and identify the countries of the UK and begin to identify continents of the world  
Make observations of the school ground and local area by completing surveys and collecting data.  
Understand the importance of fieldwork.  
Find out about famous geographers and how fieldwork has supported their work.

**Comparing the UK with a Non-EU country**

Confidently locate some of the world's major seas/oceans and the 7 continents.  
Describe simple human and physical features about the continents of the world.  
Name and begin to locate countries of the world using an atlas or globe.  
Describe a journey line in detail using key geographical vocabulary from the UK to the Non-EU country studied.  
Understand and locate simple climate zones using key terms of the places studied.  
Use compass directions (NESW), locational and directional language.  
Make comparisons between features of different places (the UK and a Non-European Country - physical and human geography).

**Where do we live? Harby, and the UK**

Confidently identify the 4 countries and major cities of the UK.  
Confidently identify the seas surrounding the UK  
Make comparisons between a village and a city identifying physical and natural features.  
Use a range of maps and plans to make comparisons and identify geographical features.

	<p>Gather information about places and features studied. Make observations about the weather using description and some explanation. Use a growing range of subject specific vocabulary.</p> <p style="text-align: center;"><b><u>The seaside (My country /Yr 1)</u></b></p> <p>Locate the coast on a map. Make comparisons between the coast/seaside and Harby village. Use subject specific vocabulary. Begin to name the 4 countries of the UK and the surrounding seas.</p> <p style="text-align: center;"><b><u>Field work study</u></b></p> <p>Collect and interpret simple data from the school classroom and immediate environment. Make observations of the school grounds. Discuss why fieldwork is important.</p>	
LKS2/UKS2	<p><b><u>KS2 Geography NC Framework</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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</li> </ul>	
	<b>LKS2</b>	<b>UKS2</b>
	<p style="text-align: center;"><b><u>The UK study, counties, mountains and hills, rivers and seas</u></b></p> <p>Use the 8 compass directions to find a location on a map; Locate and name major cities of the UK. Name the seas that some rivers flow into; Find the names of rivers on a map; Name counties of the UK local to the East Midlands Use a legend to find areas of higher ground on a map; Identify the major hills and mountains of the counties located. Identify the hemisphere Britain is in and how this affects the weather. Identify the location of the Prime Meridian; Explain some reasons a place may change over time referring to the land use. Look at the water cycle and discuss how it links to the rivers and seas of the UK and across the world.</p> <p style="text-align: center;"><b><u>South America - The Rainforest</u></b></p> <p>Locate the Amazon Rainforest on a map. Identify features of South America Locate other rainforests across the world. Tell you more about South America where rainforests are found and make comparisons with UK. Use an atlas to find countries of the world where rainforests are found. Find the tropics of Cancer and Capricorn on a map. Tell you that rainforests are found between the tropics of Cancer and Capricorn. Tell you about the plants found in each layer. Name some animals that live in each layer of the rainforest</p> <p style="text-align: center;"><b><u>All around the world - Lines, Maps, Time Zones and Climates</u></b></p> <p>Name some of the countries and major cities on the Equator and place on a map. Tell you more about one country Compare daylight hours in the UK and polar regions. Identify a location on a map when the latitude and longitude are provided.</p>	<p style="text-align: center;"><b><u>Settlements</u></b></p> <p>Sort settlers' needs by importance; Identify reasons settlers have chosen a site; Identify features of a good settlement site; Explain that some settlements were built by invaders; Identify who built a settlement from clues in its name - look at Scandinavia as an example and draw upon prior knowledge of the vikings; Identify similarities and differences between land use in different places and Harby.</p> <p style="text-align: center;"><b><u>Exploring France - Comparing the UK with a European country</u></b></p> <p>Use an atlas to find names of cities; Identify similarities and differences between a place in France and where I live; Identify similarities and differences between the climate of a place in France and where I live; Explain the difference between human geography and physical geography; Identify similarities and differences between the human geography of a place in France and where I live; Find information about flights, accommodation and tourist destinations using the Internet; Explore the impact French culture has had on the modern world. Make comparisons of France, UK and South America.</p> <p style="text-align: center;"><b><u>Fieldwork - What is it like in Scarborough/Derbyshire?</u></b></p> <p>Identify similarities and differences in locations of Whitby/Derbyshire and Harby; Describe the landscape around Scarborough/Derbyshire; Give some similarities and differences between the landscape near Scarborough/Derbyshire and Harby; Identify the way land is used from a digital map; Explain the difference between human geography and physical geography; Find information about travel options using a given website; Find information about accommodation using a given website; Find information about tourist destinations using a given website; Identify similarities and differences between the physical geography of Scarborough/Derbyshire and Harby.</p>

Identify similarities between the UK and the tropics.  
Describe the climate in the tropics.  
Identify the Prime Meridian  
Tell you more about one country on the Prime Meridian.  
To identify the position and significance of time zones (including day and night) by comparing times in different countries.

#### **A Fair Trade**

explain what trading is;  
explain the difference between imports and exports;  
list some goods exported from the UK;  
list some goods imported to the UK;  
name some countries the UK exports goods to;  
name some countries the UK imports goods from;  
use an atlas to find countries;  
locate El Salvador on a world map;  
name some goods exported from El Salvador to the UK;  
list some products that are fairly traded;  
Hold a fair-trade cafe  
describe how goods can be the product of more than one country; describe how trade takes place today in comparison to other periods of time studied.

#### **Linden Primary School Linking Project**

Form class links with LKS2 in Linden Primary school.  
Locate the school on a map and identify the geographical features of the area and make comparisons with Harby.  
Locate Leicestershire county on a map and identify other counties within the UK.  
Exchange communication about the land use and cultural differences between Harby village and Leicester City.

#### **Mountains, Earthquakes and Volcanos**

Use the index in an atlas to find mountains.  
Tell you the country a mountain range is found in.  
Describe what a hill might look like based on its contours.  
Identify an outcrop, a ridge the tree line and the snow line.  
Describe how fault lines in the Earth's crust move to create mountains.  
Describe how pressure from magma under the Earth's surface creates dome mountains.  
Explain the differences between a weather forecast and climate.  
Identify similarities between mountain climates.  
Identify the risks associated with a mountain climate.  
Describe some of the positive effects of tourism on an area.  
Describe the properties of the Earth's layers;  
Explain how a volcano is formed;  
Describe what happens when a volcano erupts;  
Describe some risks and benefits of living near a volcano;  
Identify countries and climate zones where volcanos are located.  
Explain why earthquakes occur;  
Make comparisons of the strengths of earthquakes across the world  
Explain how tsunamis occur;  
Explain how to keep safe in a tsunami;  
Explain where tornadoes happen referring to climate zones,

#### **Enough for Everyone**

Recap and list the resources a settlement needs to thrive.  
Name some of the methods of power generation used in the UK.  
Find a place on a blank map by comparing it to an atlas.  
Name some of the renewable methods of power generation used in the UK.  
Explain why foods are imported and exported.  
Identify some benefits of importing food.  
Use digital maps to calculate the distance between two places.  
Identify ways to reduce water wastage  
Identify ways to reduce energy usage.  
Explain how small changes can lead to a big impact.  
Name areas of the world most affected by food shortages and explain why.

#### **Mellor Community Primary School Linking Project**

Form class links with UKS2 with Mellor Primary school.  
Locate the school on a map and identify the geographical features of the area and make comparisons with Harby.  
Locate Leicestershire county on a map and identify other counties within the UK.  
Exchange communication about the land use and cultural differences between Harby village and Leicester City.

### **An ever-changing world**

Geography is always around us and as a school we will make the most of every opportunity to explore this and support our children's understanding of all aspects of life, helping the children to understand our world and their place within it.  
For example, we will explore current affairs and world changes through watching Newsround and reading First news, learning about COP 26, why families may need to leave a settlement due to war, famine...etc