

Geography Knowledge and Skills Progression 2020-21

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Start each History topic in KS2 by locating the place of study on a World Map							
Locational Knowledge	Be able to name Copnor, Portsmouth, England	Locate the four countries in the UK Identify where Portsmouth is on a map	Name and locate the world's seven continents and five oceans Locate the capital cities of the four countries of the UK on a map	Revise the world's seven continents and five oceans Locate some of the world's countries on a map (do this in all History topics too)	Revise the four countries of the UK and the capital cities Name and locate counties and main cities of the UK	Locate some of the world's countries on a map (do this in all History topics too) Link to Yr6 History – WW2 Identify the Arctic/ Antarctic (Poles) and Greenwich Meridian Discuss time zones Link to Year 5 – Earth and Space Link to Year 3 – Forces and Magnets	Locate South America on a world map Locate the equator, Northern and Southern hemispheres and the Tropics of Cancer and Capricorn Look at one hour time zones Link to Year 5 – Earth and Space
Place Knowledge (Human and physical geography)	Explore different places within the school e.g. a hot place, a cold place, a dark place, a light place Identify local amenities e.g. shop/post office/ café/ church/ pub	Local study- begin with school grounds and then expand to the local area Link to Yr 2 – Science – Living things and their habitats Identify features of Portsmouth e.g. the beach, Gunwharf, the Dockyard Link to Yr2 History – Portsmouth Dockyard	Learn about Alice Springs (Ayers Rock) and compare it to Portsmouth Link to Yr 3 – Science - Rocks Compare the human and physical features of Portsmouth with Alice Springs Link to Yr4 History – Tudors – Portsmouth as part of the Royal navy	Describe and understand Earthquakes, volcanoes and climate zones Explain trade links and food distribution e.g. coffee, chocolate, bananas Go to the co-op Link to Yr2 History – Dockyard Explain the difference human and physical geography	Identify mountainous areas, flat lands, rivers, urban and rural areas of the UK Link to Yr5 History – Victorians – industrial revolution Explore the distribution of natural resources- energy, food, minerals and water across different regions of the UK	Compare coastline of Southsea and Svalbard Link to Year 4 Science – Living things and their habitats – negative human impacts Link to Year 3 Science - Rocks Explore human and physical features of Alaska and compare these to the UK Link to Year 6 Science – evolution and inheritance Explore types of settlement, land use and economic activity	Explore human and physical features of South America and compare these to the UK Link to Year 4 – Living things and habitats – negative human impacts Link to Year 4 – Water Cycle Investigate biomes and vegetation belts Link to Yr 6 – Science – Evolution and Inheritance Link to Yr 6 – Living things and their habitats
Fieldwork	Make observations to draw basic sketches of different features around the school Work with others to ask and answer questions when exploring the school	Make observations about human activity around Copnor to draw a simple sketch map showing key features Measure using simple words and tally charts/arrays Link to Year 1 – Maths – Autumn 1 – Measures Link to Year 1 Maths – Autumn 2 - Statistics Record a simple conclusion to their fieldwork question	Use secondary sources to make observations to compare the physical geography of Alice Springs and Portsmouth Produce a sketch map with labels showing key features of Portsmouth Use a camera to gather evidence of what they have seen when making observations Ask adults a range of questions about the Portsmouth area Link to Yr1 History - School then and now Record a conclusion to their fieldwork question, using their observations to support their conclusion	Draw a sketch map with simple annotations showing human and physical features of the local area Link to Yr2 History – Charles Dickens – dense population and housing in Portsmouth Ask questions to a range of people all about the Fairtrade issue Compare prices of Fairtrade and non-Fairtrade products and calculate what the farmers earn Present data and findings simply using maps and graphs/charts (links to maths: bar charts, pictograms and tables) Link to Year 3 Maths – Autumn2 / Summer 1 Statistics Record a conclusion to their fieldwork question and provide an explanation for this conclusion	Make detailed observations about energy sources around the UK Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area Link to Yr2 History – Charles Dickens – dense population and housing in Portsmouth Locate the destination of labelled photos on a map of the UK Devise and ask questions to each other about natural resources using specific geographical vocabulary Use GoogleMaps to measure and compare distances (in km) around the UK Link to Yr3 History – Romans (Roads) Identify the benefits and limitations of data collection methods	Use secondary sources to make observations to compare the land use of Svalbard and Portsmouth Draw a sketch map of Southsea seafront with relatively sized features and annotations showing differences in human and physical features all within tourism Link to Yr4 History – Tudors (fieldwork) Devise and ask questions using geographical vocabulary and make notes during the interview to express opinions and recognise why others may have different points of view Measure human features such as the presence of vehicles along Southsea seafront and present as bar graphs Select an appropriate presentation of data and	Use secondary sources to make observations when comparing climate, land use, habitats and vegetation between different biomes. Link to Yr 6 – Living things and their habitats Locate the destinations of annotated photos of varying biomes on a world map Select, justify and evaluate data collection methods used throughout their fieldwork Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion Reach a described and explained conclusion to the fieldwork question that is supported by data including finding the average Link to Year 6 Maths – Spring 1 – Statistics

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					Present data and findings using maps and graphs (links to maths: scatter graph) Link to Year 4 Maths – Spring 2 / Summer 2 – Statistics	findings, including using line graphs (links to Maths) Link to Year 5 Maths – Summer 1 – Statistics Record a conclusion to their fieldwork question that is supported by data collected throughout their fieldwork	
Map Skills	Recognise a globe and world map Use basic directional language: <i>up, down, right, left, under and around</i> Draw a simple map using their imagination, e.g. their bedroom or the playground	Use simple picture maps and globes to locate the four countries of the UK Use simple directional language (<i>near, far, left and right</i>) to describe the location of local features or routes on a map Link to Year 1 Maths – Summer 2 – Position and Direction Use aerial photos to recognise landmarks in Portsmouth Draw a simple map of the school grounds	Use a simple atlas to locate the world's seven continents and five oceans Use the four point compass directions (North, East, South and West) to describe the location of local features or routes on a map Link to Year 2 Maths – Spring 1 – Position and Direction Use plan perspectives to recognise landmarks and basic human and physical features Draw a simple map of the local area and create their own symbols for key features	Locate countries on a world map: <i>Russia, USA, China, Brazil and India</i> (You may also wish to locate key countries relating to your topic) Use four point compass directions (<i>North, East, South and West</i>) to describe locations across the UK and around the world Link to Year 2 Maths – Spring 1 – Position and Direction Use letter and number coordinates to locate features on a map Draw a simple map of a familiar short route <i>using OS symbols</i>	Use an atlas including the contents page and index Revise the location of countries studied in Year 3 before locating <i>France, Germany, Canada, Japan, Australia and South Africa</i> Identify the eight point compass directions (<i>North, North East, East, South East, South, South West, West, North West</i>) to describe locations across the UK and around the world. Link to Year 4 Maths – Summer 2 – Geometry - Position and Direction Use four-figure grid references to locate features on a map	Use globes, atlases, images and aerial photographs to locate countries around the world Revise countries already located in Year 3 and 4, before locating the countries involved within your topic (e.g. Norway) Accurately use four-figure grid references on an OS map and <i>begin to explore six-figure grid references</i> Link to Year 5 Maths – Spring 1 – Position and Direction Draw an accurate map using OS symbols and a key	Use digital mapping to locate countries around the world Locate countries studied a cross KS2 as well as countries studied as part of Year 6 topics (e.g. countries of South America) Revise the eight point compass directions (North, North East, East, South East, South, South West, West, North West) to describe locations across the UK and around the world Link to Year 6 Maths – Spring 1 – Geometry - Position and Direction Accurately use six-figure grid references on an OS map Draw a variety of maps, sketches and plans using accurate symbols, keys and scales Links to Year 6 Maths – Autumn 2 - Ratio