

Geography Progression of Core concepts

What	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p align="center">G1: Investigate places</p>	<ul style="list-style-type: none"> • Talk about where they live and name key features of the school. • Comment and ask questions about aspects of their familiar world such as the place where they live or school. -Understand that some places are special to members of their community. <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied e.g. Africa, • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. E.g. local study of Frodingham Road area. • Use a range of resources to identify the key physical and human features of a location. • Name and locate countries and major cities of the United Kingdom, and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use patterns; and understand how some of these aspects have changed over time in Scunthorpe. • Name and locate continents (North and South America) identifying their main physical and human features. 	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location e.g. Scunthorpe/Robin Hood's Bay. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different Geographical representations of a location (such as aerial images compared with maps) • Name and locate some of the countries and cities of the world and identify human and physical characteristics, including hills, mountains, rivers, land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.
<p align="center">G2: Investigate patterns</p>	<p>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.- Investigate two places (Scunthorpe and Africa through Handa's Surprise) comparing similarities and differences.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>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;</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</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. • Identify land use around the school. 	<p>Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.

<p style="text-align: center;">G3: Communicate geographically</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps-Talk about features of their own immediate environment e.g. school, their house and how environments might vary from one another e.g. does your house have a chimney?</p> <p>Draw information from a simple map. Describe what they see, hear and feel whilst outside.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four and six figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use).
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