

Childwall CE Geography Progression of Skills Assessment Grid

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	Use everyday language to talk about positions and distance to solve problems. Describe their own relative position, such as behind, next, in front of.	<ul style="list-style-type: none"> ask simple geographical questions e.g. What is it like to live in this place? use simple observational skills to study the geography of the school and its grounds use simple maps of the local area e.g. large scale print, pictorial etc. use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place in a story 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language e.g. 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 	<ul style="list-style-type: none"> ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. recognise that different people hold different views about an issue and begin to understand some of the reasons why communicate findings in ways appropriate to the task or for the audience understand and use a widening range of 	<ul style="list-style-type: none"> understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. measure straight line distances using the appropriate scale explore features on OS maps using 6 figure grid references draw accurate maps with more complex keys plan the steps and strategies for an enquiry 	<ul style="list-style-type: none"> understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<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 his/her 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 understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links

			<p>school and its grounds and the key human and physical features of its surrounding environment</p>	<p>geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. • use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • make more detailed fieldwork sketches/diagrams • use fieldwork instruments e.g. camera, rain gauge • use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features • use four figure grid references • use the 8 points of a compass • make plans and maps using symbols and keys</p>			<p>etc. • use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>
<p>Locational knowledge</p>	<p>Be able to recognise similarities and differences</p>	<p>• understand how some places are linked to other places e.g. roads, trains</p>	<p>name and locate the world's seven continents and five oceans • name, locate and identify</p>	<p>• identify where countries are within the UK and the key topographical features • name and</p>	<p>• recognise the different shapes of the continents • demonstrate knowledge of features</p>	<p>identify and describe the significance of the Prime/Greenwich Meridian and time zones including night</p>	<p>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North</p>

	<p>in relation to places, objects, materials and living things.</p>		<p>characteristics of the four countries and capital cities of the United Kingdom • name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>locate the cities of the UK</p>	<p>about places around him/her and beyond the UK • identify where countries are within Europe, including Russia • recognise that people have differing qualities of life living in different locations and environments • know how the locality is set within a wider geographical context</p>	<p>and day • recognise the different shapes of countries • identify the physical characteristics and key topographical features of the countries within North America • know about the wider context of places e.g. county, region, country • know and describe where a variety of places are in relation to physical and human features • know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</p>	<p>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</p>
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Human and physical	Be able to observe the environment and explain why some things may occur. Talk about changes that happen in the environment – seasonal etc.	<ul style="list-style-type: none"> • describe seasonal weather changes 	<p>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</p> <ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • identify physical and human features of the locality • explain about weather conditions/patterns around the UK and parts of the Europe 	<ul style="list-style-type: none"> • describe human features of the UK regions, cities and/or counties • understand the effect of landscape features on the development of a locality • describe how people have been affected by changes in the environment • explain about natural resources e.g. water in the locality • explore weather patterns around parts of the world 	<ul style="list-style-type: none"> • know about the physical features of coasts and begin to understand erosion and deposition • understand how humans affect the environment over time • know about changes to the world environments over time • understand why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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
Place knowledge	Be able to talk about their own immediate environment and how the environments may vary	<ul style="list-style-type: none"> • name, describe and compare familiar places • link their homes with other places in their local community • know about some present changes that are happening in the local 	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a</p>	<ul style="list-style-type: none"> • understand why there are similarities and differences between places • develop an awareness of how places relate to each other 	<ul style="list-style-type: none"> • know about the wider context of places – region, country • understand why there are similarities and differences between places 	<ul style="list-style-type: none"> • compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences 	<ul style="list-style-type: none"> • understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European

	from one another.	environment e.g. at school • suggest ideas for improving the school environment	small area in a contrasting non-European country				country and a region within North or South America
Link to school Christian Vision	<i>The children will find joy in learning and learn the importance of showing kindness to each other.</i>	<i>The children will find joy in learning and learn the importance of showing kindness to each other. They will feel secure in their school community and begin to show their own creativity.</i>	<i>The children will find joy in learning and learn the importance of showing kindness to each other. They will feel secure in their school community and begin to show their own creativity. The children will thrive with the wide variety of engaging lessons and opportunities to share their learning.</i>	<i>The children will find joy in learning and learn the importance of showing kindness to each other. They will understand that we are respectful to all member of our school and they will feel secure in their school community and begin to show their own creativity. The children will thrive with the wide variety of engaging lessons and opportunities to share their learning. This will allow the children to grow in confidence and become more resilient.</i>	<i>The children will find joy in learning and learn the importance of showing kindness to each other. They will understand that we are respectful to all member of our school and they will feel secure in their school community and begin to show their own creativity. The children will thrive with the wide variety of engaging lessons and opportunities to share their learning. This will allow the children to grow in confidence and become more resilient. The wide range of teaching activities will keep them engaged and help them to become adaptable, and they will be able to share their learning in an articulate and confident manner.</i>	<i>The children will find joy in learning and learn the importance of showing kindness to each other. They will understand that we are respectful to all member of our school and they will feel secure in their school community and begin to show their own creativity. The children will thrive with the wide variety of engaging lessons and opportunities to share their learning. This will allow the children to grow in confidence and become more resilient. The wide range of teaching activities will keep them engaged and help them to become adaptable, and they will be able to share their learning in an articulate and confident manner. Our school values allows children to embrace their spirituality and be respectful of all others within our community. This mutual respect will create a forgiving community for all to learn and flourish in.</i>	<i>The children will find joy in learning and learn the importance of showing kindness to each other. They will understand that we are respectful to all member of our school and they will feel secure in their school community and begin to show their own creativity. The children will thrive with the wide variety of engaging lessons and opportunities to share their learning. This will allow the children to grow in confidence and become more resilient. The wide range of teaching activities will keep them engaged and help them to become adaptable, and they will be able to share their learning in an articulate and confident manner. Our school values allows children to embrace their spirituality and be respectful of all others within our community. This mutual respect will create a forgiving community for all to learn and flourish in. Our children will feel confident and self-sufficient, ready to take on the challenge of secondary school They will have a knowledge bank that will help them work towards</i>

								<i>aspirational goals and be ready to further challenge themselves.</i>
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End of Key Stage Expectations

	Geographical skills and fieldwork	Locational knowledge	Human and physical	Place knowledge
Key Stage 1	Use maps, atlases and globes to identify the UK and its countries, as well as the continents and oceans studied. Use simple compass directions (N,S,W,E) and locational and directional language (eg, near, far, left, right) to describe the location of features and routes on a map.	Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries of the UK and their capital cities.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles. Use geographical vocabulary to refer to human and physical features (eg. beach, cliff, hill, sea, city, village, port, shop)	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.
Key Stage 2	Use maps, atlases, globes, digital mapping to locate countries and describe features studied. Use 8 point compass directions, 4/6 grid references, include OS Map symbols. Use fieldwork to observe measure and record human and physical features in the local area using a range of methods, (sketch maps, plans and graphs and digital technologies).	Locate the worlds countries, using maps to focus on Europe and North/South America concentrating on their environmental regions, key physical and human characteristics and human characteristics, countries and major cities. Name and locate countries and cities of the UK and their human and physical characteristics (mountains, hills, coasts and rivers). Identify the position significance of latitude, longitude, equator, northern & southern hemisphere, tropics of cancer, Capricorn, artic, Antarctic circle.	Describe and understand key aspects of 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.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region of a contrasting non-European country and a region within North or South America.

