

Geography							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	I can understand that some places are hot and cold.	I can understand how some places are linked to other places e.g. roads, trains	I can name and locate the world's seven continents and five oceans	I can identify where countries are within the UK and the key topographical features	I can recognise the different shapes of the continents	I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day	I can, using knowledge from across Key Stage 2, 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
	I can talk about similarities and differences to our school.	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	I can name and locate the cities of the UK	I can demonstrate knowledge of features about places around me and beyond the UK	I can recognise the different shapes of countries	I can, using knowledge from across Key Stage 2, 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
	I understand that some places are special to members of their community.		I can name, locate and identify characteristics of the seas surrounding the United Kingdom		I can identify where countries are within Europe, including Russia	I can identify the physical characteristics and key topographical features of the countries within North America	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)
	I can recognise similarities and differences between life in this country and other countries.				I can recognise that people have differing qualities of life living in different locations and environments	I can talk about the wider context of places e.g. county, region, country	
					I know how my locality is set within a wider geographical context	I can describe where a variety of places are in relation to physical and human features	
						I can locate the 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	
<b>Place Knowledge</b>	I can find my school on an aerial view map, with support.	I can name, describe and compare familiar places	I can understand and talk about 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	I can understand why there are similarities and differences between places	I can begin to talk about the wider context of places for example the region, the country	I can compare the physical and human features of a region of the UK and a region of North/South America, identifying similarities and differences	I can 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 country and a region within North or South America and the other places studied throughout KS2
	I can talk about my school and home and understand the difference between the two.	I can link my home with other places in my local community		I can begin to talk about how places relate to each other	I can talk about why there are similarities and differences between places		
		I can talk about some present changes that are happening in the local environment e.g. at school					
		I can suggest ideas for improving the school environment					

**The Academy at St James - Geography Skills Progression (EYFS, KS1 and KS2)**

<b>Human and Physical Geography</b>	<b>Understanding the World (People and Communities)</b>	I can describe seasonal weather changes	I can identify seasonal and daily weather patterns in the United Kingdom	I can identify physical and human features of the locality	I can describe human features of the UK regions, cities and/or counties	I know about the physical features of coasts and begin to understand erosion and deposition	I can, using knowledge from across Key Stage 2, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	<b>Understanding the World (The World)</b>	I can 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	I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	I can explain about weather conditions/patterns around the UK and parts of the Europe	I can understand the effect of landscape features on the development of a locality	I understand how humans affect the environment over time	I can, using knowledge from across Key Stage 2, 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
		I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	I can confidently 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	I can describe and understand key aspects of the human and physical geography of mountains	I can describe how people have been affected by changes in the environment	I can talk about how changes to the world environments happen over time	
		Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	I can confidently use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	I can describe and understand key aspects of the human and physical geography of rivers	I can explain about natural resources e.g. water in the locality	I can understand why people seek to manage and sustain their environment	
				I can describe and understand key aspects of human geography- types of settlement	I can explore weather patterns around parts of the world	I can explain about natural resources e.g. water in the locality	
					I can describe and understand key aspects of the human and physical geography of volcanoes and earthquakes	I can describe and understand key aspects of human geography- distribution of natural resources including energy, food, minerals and water	
<b>Geographical Skills and Fieldwork</b>							
	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Geographical Enquiry</b>	I can make observations on what I can see, hear and notice in my local environment.	Teacher led enquires, to ask and respond to simple questions	I can ask simple geographical questions e.g. Where is it? What is it like?	I can begin to ask/initiate geographical questions	I can ask and respond to questions and offer my own ideas	I can begin to suggest questions for investigating	I can suggest questions for investigating
		I can use information books/pictures as sources of information	I can use non-fiction books, stories, maps, pictures and photos on the internet as sources of information.	I can use non-fiction books, stories, atlases, pictures/photos and internet as sources of information	I can also use extend to satellite images and aerial photographs as sources of information	I can begin to use primary and secondary sources of evidence in my investigations	I can use primary and secondary sources of evidence in my investigations
		I can investigate my surroundings	I can investigate my surroundings	I can investigate places and themes at more than one scale	I can investigate places and themes at more than one scale	I can investigate places with more emphasis on the larger scale; contrasting and distant places	I can investigate places with more emphasis on the larger scale; contrasting and distant places
		I can make observations about where things are e.g. within school or local area	I can make appropriate observations about why things happen	I can begin to collect and record evidence	I can collect and record evidence with some aid	I can collect and record evidence unaided	I can collect and record evidence unaided
			I can make simple comparisons between features of different places	I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations	I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various	I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at

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						locations - influence on people/everyday life	patterns and explain reasons behind it
<b>Direction /Location</b>	I can discuss routes and locations in, on, under, up, down and between.	I can follow directions (up/down, left/right, forwards/backwards)	I can follow directions (as Y1) and include North, South, East and West.	I can use 4 compass points to follow/give directions:  I can use letter/no. co-ordinates to locate features on a map.	I can use 4 compass points well:  I can begin to use 8 compass points  I can use letter/no. co-ordinates to locate features on a map confidently.	I can use 8 compass points;  I can begin to use 4 figure coordinates to locate features on a map.	I can use 8 compass points confidently and accurately  I can use 4 figure co-ordinates confidently to locate features on a map  I can begin to use 6 figure grid refs; use latitude and longitude on atlas maps
<b>Drawing Maps</b>	I can help draw a simple map eg. A treasure map.	I can draw picture maps of imaginary places and from stories.	I can draw a map of a real or imaginary place  I can add detail to a sketch map from an aerial photograph	I can try to make a map of a short route experienced, with features in correct order  I can try to make a simple scale drawing	I can make a map of a short route experienced, with features in correct order  I can make a simple scale drawing	I can begin to draw a variety of thematic maps based on my own data	I can draw a variety of thematic maps based on my own data  I can begin to draw plans of increasing complexity
<b>Representation</b>	I can give meaning to symbols on my map.	I can use own symbols on imaginary map	I can begin to understand the need for a key  I can use class agreed symbols to make a simple key	I know why a key is needed  I can use standard symbols	I know and can explain why a key is needed  I can recognise some symbols on an OS map	I can draw a sketch map using symbols and a key  I can recognise and use some symbols on an OS map	I can recognise and use some symbols on an OS map  I can use atlas symbols
<b>Using Maps</b>	I can use a simple picture map to talk about a familiar story.	I can use a simple picture map to move around the school  I can recognise that a map is about a place	I can follow a route on a map  I can use a plan view  I can use an infant atlas to locate places	I can locate places on larger scale maps e.g. map of Europe  I can follow a route on a map with some accuracy	I can locate places on large scale maps, (e.g. Find UK or India on globe)  I can follow a route on a large scale map	I can compare maps with aerial photographs  I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)  I can begin to use atlases to find out about other features of places (e.g. find wettest part of the world)	I can follow a short route on an OS map  I can describe features shown on OS map  I can locate places on a world map  I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
<b>Scale /Distance</b>	I can use vocabulary big and small.	I can use vocabulary (e.g. bigger/smaller, like/dislike)	I can begin to spatially match places (e.g recognise the UK on a small scale and larger scale map)	I can begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	I can begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	I can measure straight line distance on a plan  I can find/recognise places on maps of different scales. (E.g. river Nile.)	I can use a scale to measure distances  I can draw/use maps and plans at a range of scales
<b>Perspective</b>	I can use 3d objects to represent buildings on a plan view map.	I can draw around objects to make a plan	I can look down on objects to make a plan view map	I can begin to draw a sketch map from a high view point	I can draw a sketch map from a high view point	I can draw a plan view map with some accuracy	I can draw a plan view map accurately

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<b>Map Knowledge</b>	<p>I can learn the name of my school.</p> <p>I can learn the name of my street.</p>	<p>I can learn names of some places within/around the UK e.g. Home town, cities, countries, like Wales, France</p> <p>I can begin to locate and name on UK map major features e.g London, River Thames, home location, seas.</p>	<p>I can locate and name on UK map major features e.g London, River Thames, home location, seas.</p>	<p>I can begin to identify points on maps A, B and C</p>	<p>I can begin to identify significant places and environments</p>	<p>I can identify significant places and environments</p>	<p>I can confidently identify significant places and environments</p>
<b>Style of Map</b>	<p>I can talk about the globes which are in my provision area.</p>	<p>I can use picture maps and globes</p>	<p>I can find land/sea on a globe</p> <p>I can use teacher drawn base maps</p> <p>I can use large scale OS maps</p> <p>I can use an infant atlas</p>	<p>I can use large scale OS maps</p> <p>I can begin to use map sites on internet</p> <p>I can begin to use junior atlases</p> <p>I can begin to identify features on aerial/oblique photographs</p>	<p>I can use large and medium scale OS maps</p> <p>I can use junior atlases</p> <p>I can use map sites on the internet</p> <p>I can identify features on aerial/oblique photographs</p>	<p>I can use index and contents page within atlases</p> <p>I can use medium scale land ranger OS maps</p>	<p>I can use OS maps</p> <p>I can confidently use an atlas</p> <p>I can recognise world map as a flattened globe</p>