

Geography Progression of Skills, Objectives and Summative Assessment Criteria: Foundation

	<u>Locational knowledge</u>	<u>Place knowledge</u>	<u>Human and physical geography</u>	<u>Geographical skills and fieldwork</u>
Notes	<p>Progress in this area can be characterised by:</p> <p>Naming and locating a range of places including local and worldwide.</p>	<p>Progress in this area can be characterised by:</p> <p>Developing a contextual knowledge of the location of globally significant places.</p>	<p>Progress in this area can be characterised by:</p> <p>Understanding of the interaction between physical and human processes.</p> <p>The formation and use of landscapes and environments.</p>	<p>Progress in this area can be characterised by:</p> <p>Recognising and understanding the equipment and tools that can be used to support geographical skills and fieldwork.</p>

	<u>Knowledge and Understanding of the World</u> This involves getting children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.		
	<u>People and communities</u>	<u>The World</u>	<u>Technology</u>
Early Years	<p>I can talk about past and present events in their own lives and in the lives of family members.</p> <p>I understand that other children don't always enjoy the same things.</p> <p>I am aware of the similarities and differences between myself and others.</p>	<p>I am aware of the similarities and differences in relation to places, objects, materials and living things.</p> <p>I can discuss features of my own environment and how these might vary from one place to another.</p> <p>I can make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>I can recognise that a range of technology is used in places such as homes and schools.</p> <p>I can understand why technology is used for particular purposes.</p>

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Year 1	<p>I can understand how some places are linked to other places e.g. roads and trains.</p>	<p>I can name, describe and compare places I know and link them with home.</p> <p>I can show I know about changes that are happening in the local environment and suggest ideas for improvement.</p>	<p>I can describe seasonal weather changes.</p>	<p>I can ask simple geographical questions and use simple observation skills to study the school grounds.</p> <p>I can use and make simple maps and plans.</p> <p>I can use words such as near and far and right and left to talk about where things are.</p>

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Year 2	<p>I can name and place the worlds 7 continents and 5 oceans.</p> <p>I can name, locate and identify characteristics of the seas surrounding the UK.</p>	<p>I can understand similarities and differences between a small area of the UK and a contrasting non-European country.</p>	<p>I can use basic geographical vocabulary to refer to human and physical features.</p>	<p>I can use world maps, atlases and globes to identify the UK and its countries.</p> <p>I can recognise landmarks and geographical features from a range of sources and devise a simple map containing a basic key.</p> <p>I can use simple fieldwork and observational skills to study and identify the geographical features of my school.</p> <p>I can use simple compass directions.</p>

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Year 3	<p>I can point to where countries are in the UK and their key features.</p> <p>I can name and locate the capital cities of the UK and the population relating to these.</p> <p>I can recognise the different shapes of continents and show where countries are within Europe.</p>	<p>I can show some sense of how places relate to each other.</p> <p>I can understand why there are similarities and differences between places.</p>	<p>I can explain about weather conditions and patterns around the UK and parts of Europe.</p> <p>I can identify seasonal weather patterns in the UK and the location of hot and cold countries.</p> <p>I can describe human features of UK regions, cities and/or counties.</p>	<p>I can ask and answer geographical questions and communicate findings in an appropriate way.</p> <p>I can analyse and use evidence to make comparisons between locations.</p> <p>I can understand geographical terms and use basic geographical words.</p>

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Year 4	<p>I can show I know features near and beyond the UK and how the locality is set within a wider context.</p> <p>I can recognise that people have differing qualities of life depending on where they live.</p>	<p>I can show I know about the wider context of places e.g. the region.</p>	<p>I can understand the effect of landscape features on the development of a locality.</p> <p>I can describe how people have been affected by changes in the environment.</p> <p>I can explain about key natural resources.</p> <p>I can explore weather patterns around the world.</p> <p>I can explain physical features of coasts.</p> <p>I can show I know the physical and human features of my locality.</p>	<p>I can explore and draw accurate maps with more complex keys.</p> <p>I can understand and use a widening range of terms such as: contour, height, valley, headland, erosion, deposition, transportation, eruption, volcanoes and earthquake.</p> <p>I can plan the steps for an enquiry.</p> <p>I can understand that different people hold different views and the reasons why.</p>

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Year 5	<p>I can recognise different shapes of countries.</p> <p>I can show I know about the wider context of places e.g. region, county and country.</p> <p>I can describe where a variety of places are in relation to their features.</p> <p>I can name and locate counties and cities of the UK and identify their human and physical characteristics.</p> <p>I can identify the position of latitude and longitude in relation to the equator and time zones.</p>	<p>I can compare the physical features of a region of the UK and a region of America identifying similarities and differences.</p>	<p>I can understand weather patterns and relate these to climate zones.</p> <p>I can understand how rivers erode, transport and deposit materials.</p> <p>I can explain about changes to the world environment and understand how humans affect the world environment.</p>	<p>I can understand and use a widening range of terms such as: climate zones, biomes, vegetation and vegetation belts.</p> <p>I can make detailed fieldwork sketches and use fieldwork instruments such as the 8 points of a compass.</p>

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Year 6	I can locate the world's countries using maps and concentrating on environmental regions and key physical and human characteristics.	I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.	I can describe and understand the key aspects of both human (types of settlement, land use, economic activity and the distribution of natural resources) and physical geography.	<p>I can use maps, atlases, globes and digital mapping systems to locate countries and describe their features.</p> <p>I can use the eight points of a compass, four and six figure grid references, symbols and a key to build my knowledge of the UK and wider world.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features of an area using a range of methods.</p> <p>I can use maps and charts to support decision making about the location of places.</p>