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|  | **Locational Knowledge**  | **Place Knowledge** | **Human and Physical Geography** | **Geographical Skills and Field Work** |
| R | Describe features of their own immediate environment and how environments might vary from one another**ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps** | Express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.**ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps** | Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’ help children make distinctions in their observations. **ELG** **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.****ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** | Record findings by, e.g. drawing, writing, making a model or photographing. Provide stories that help children to make sense of different environments. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.Children find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’ |
| 1 | Name and locate the world’s seven continents and five oceans. | Understand the differences between human and physical Geography. | Understand what weather is and how it changes. Use basic geographical vocabulary to refer to key physical features: weather, mountain, hill, sea, ocean and river. | Begin to use Atlases to identify the UK as well as other countries and oceans. Use simple compass directions (North, South, East and West) |
| 2 | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Understand 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 | 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. 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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.Use simple compass directions (North, South, East and West) and locational and directional language [for example, 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 keyUse simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| 3 | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America. | Continue to develop understanding of the differences between physical and human Geography in the local area. | Describe and understand key aspects of: physical geography, including: rivers. Human geography, including: population of countries and resources. | Build upon the skills learned in Year 2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| 4 | 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. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and the water cycle. Human geography, including: economic activity including trade links. | 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 their knowledge of the United Kingdom and the wider world. |
| 5 | 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. | Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | Describe and understand key aspects of: physical geography, including: mountains. Human geography, including: types of settlement and land use. | Use fieldwork to observe, measure, record and present the human and physical features in the local area using some methods, including sketch maps, plans and graphs. |
| 6 | 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). | Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. | Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes. Human geography, including: distribution of natural resources including energy, food, minerals and water. | 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. |

**Bryn Offa Skills Progression Map**