

Park Academy Geography Progression

RECEPTION Understanding the World – Past and Present	Core Knowledge		
RECEPTION	KS1	LKS2	UKS2
<p>Working within Reception</p> <ul style="list-style-type: none"> Comment on images of familiar situation in the past <p>Early Learning Goal</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Knows the names of some of the major seas and landmarks they have studied.(1) Knows the approximate location of the major seas and landmarks they have studied and can locate them on a simple map. (1) Recognises and names the major seas and landmarks they have studied.(2) Knows the locations of the major seas and landmarks they have studied and can locate them on a simple map. (2) 	<ul style="list-style-type: none"> Name and locate the counties, geographical regions and cities of the UK that they have studied so far (4) Describe the key human and physical characteristics of the UK regions studied, drawing on topographical terminology such as hills, mountains ,coasts and rivers(3,4) Locate the countries of the world that they have studied so far on maps that are familiar to them...(3) Locate some global regions and describe their key human and physical features [e.g. Equator,... Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles].(3) Name and locate some of the counties, geographical regions and cities of the UK (3) Describe the key human and physical characteristics of some UK regions, drawing on topographical terminology such as: hills, mountains, coasts and rivers. (3) Locate some global regions and compare and contrast their key human and physical features (4) 	<ul style="list-style-type: none"> Name and locate a range of counties, geographical regions and cities of the UK.(5/6) Describe the key human and physical characteristics of a growing number of UK regions, including description of land use patterns.(5/6) Locate a growing number of countries on a range of maps and atlases, especially those in Europe (including Russia) and in North and South America.(5) Locate a wider range of global regions and begin to understand their significance [e.g. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, longitude, latitude, Prime/Greenwich Meridian and time zones (including day and night)].(5/6)

Park Academy Geography Progression

RECEPTION Understanding the World- People, Culture and Communities	Geographical Understanding		
RECEPTION	KS1	KS2	UKS2
<p>Working within Reception</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in another country Understand that some places are special to a community <p>Early Learning Goal</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and (when appropriate) maps. 	<ul style="list-style-type: none"> Uses basic physical geographical vocabulary mostly accurately, including: beach, cliff, coast, forest, hill, mountains, sea, ocean, river, soil, valley, vegetation, season and weather. (1) Uses basic human geographical vocabulary mostly accurately, including: city, town, village, factory, farms, house, office, port, harbour and shop. (1) Identifies human and physical characteristics and patterns [e.g. it rained on Monday so we stayed inside but it was sunny on Tuesday and we went out to play].(1) Identifies basic similarities and differences in the human and physical features of localities (1) Uses basic physical geographical vocabulary accurately, including: beach, cliff, coast, forest hill, mountains, sea, ocean, river, soil, valley, vegetation, season and weather. (2) Identifies and describes human and physical characteristics and patterns [e.g. describes the conditions at the North Pole. (2) Identifies a wider range of similarities and differences in the human and physical features of localities. (2) Ask and answer simple questions about the geography they have studied.(2) Use locational and directional language [for example, near and far; 	<ul style="list-style-type: none"> Start to associate geographical features with the human and physical processes' they have studied so far.(3) Identify and describe similarities and differences between localities they have studied.(3) Identify similarities and differences in a locality that has changed over time.(3) Describe how a locality has changed over time(4) Describe the similarities and differences between localities they have studied and know some reasons why they are different (4) Recognise aspects of a range of human and physical processes from those studied so far (4) 	<ul style="list-style-type: none"> Begin to describe the human and physical processes' they have studied [the statutory human and physical processes' are outlined in the KS2 Coverage (5) Compare and contrast localities and begin to explain their similarities and differences (5). Begin to explain how a geographical region they have studied has changed over time.(5) Describe a range of human and physical processes' they have studied [the statutory human and physical processes' are outlined in the KS2 Coverage Age Level under Human and physical processes](6) Compare and contrast localities and explain why they are similar or different to one another.(6) Explain how a geographical region they have studied has changed over time.(6)

Park Academy Geography Progression

	<p>left and right] when describing locations and planning route. (2)</p> <ul style="list-style-type: none"> Recognise basic human and physical features from simple maps, aerial photographs and plan perspectives. (2) Devise a simple map (2) Use simple fieldwork and observational skills such as taking photographic evidence, recording soundscapes. (2) 		
RECEPTION Understanding the World- The Natural World	Geographical Enquiry		
RECEPTION	KS1	LKS2	UKS2
<p>Working within Reception</p> <ul style="list-style-type: none"> Explore natural world around them Describe what they hear, see and feel (cross-curricular with Science) Recognise some environments that are different to the one in which they live <p>Early Learning Goal</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Ask and answer simple questions about the geography they have studied [What is it like in this place?]. Use simple compass directions (North, South, East and West) when describing location and planning routes. Recognise basic human and physical features from maps, globes and atlases, understanding that these can be indicated by a key. Devise maps, constructing basic symbols in a key Use simple fieldwork and observational skills such as field sketches. Ask and answer simple questions about the geography they have studied [What is it like in this place?]. Use simple fieldwork and observational skills such as field sketches. 	<ul style="list-style-type: none"> Ask and answer questions relating to year 3 expectations.(3) Locate and describe countries on maps, atlases ,globes and digital/computer mapping using the eight points of a compass(3) Learn specific ways to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans. (3) Present fieldwork findings about the human and physical features of the local area using a range of methods.(3) Ask and answer questions relating to the Year 4 expectations.(4) Locate and describe countries on maps, atlases, globes and digital / computer mapping using the eight points of the compass and four figure grid reference (4) Learn specific ways in which to observe, measure and record the human and physical features in...the local area using a range of methods (4) 	<ul style="list-style-type: none"> Ask and answer questions relating to the year 5 expectations(5) Locate and describe countries using the 8 compass points and 4 figure grid-references on maps, including Ordnance Survey Maps, atlases, globes and digital/computer mapping.(5)) Begin to choose an appropriate method of fieldwork in order to observe, measure and record the human and physical features in the local area.(5) Begin to choose an appropriate way of presenting fieldwork about the human and physical features of the local area.(5) Ask and answer questions relating to the Year 6 expectations (6) Locate and describe countries using the 8 compass points and

Park Academy Geography Progression

		<ul style="list-style-type: none"> • Present fieldwork findings about the human and physical features of the local area using a... range of methods including graphs(4) 	<p>6 figure grid-references on maps, including Ordnance Survey Maps, atlases, globes and digital / computer mapping.(6)</p> <ul style="list-style-type: none"> • Choose an appropriate method of fieldwork in order to observe, measure and record the human and physical features in the local area(6) • Decide how to present fieldwork findings about the human and physical features of the local area.(6)
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