Geography: Conceptual Understanding and Skills Progression Map

At Ellison Primary Academy, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people.

To equip children with:

- the knowledge about diverse places, people resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes;
- the understanding of the interaction between physical and human processes;
- the understanding of how the Earth's features are shaped, interconnected and change over time;
- geographical and fieldwork skills through a deeper understanding of wider concepts.

Concept	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Location	**Location**	**Location**	**Location**	**Location**	**Location**	**Location**	**Location**
Place	**Place**	**Place**	**Place**	**Place**	**Place**	**Place**	**Place**
Human and Physical processes		**Human and Physical processes**	**Human and Physical processes**	**Human and Physical processes**	**Human and Physical processes**	**Human and Physical processes**	**Human and Physical processes**
Communities and settlement		**Communities and settlement**			**Communities and settlement**	**Communities and settlement**	
Spatial Interaction				**Spatial Interaction**	**Spatial Interaction**	**Spatial Interaction**	**Spatial Interaction**
Environment			**Environment**			**Environment**	
Scale						**Scale**	
Movement						**Movement**	
Cultural understanding and diversity							**Cultural understanding and diversity**

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	Location: Children will know:	Location: Children will understand:	Location: Children will be able to:
EYFS		• that the local environment has similarities and differences.	• explore the natural world around school, making observations and drawing pictures of places, animals and plants. • describe the similarities and differences drawing on experiences and what has been seen and read.
Y1– Y2	• where they live and be able to tell someone their address. • the names of the four countries and capital cities of the United Kingdom and its surrounding seas. • the name and location of the world's continents and oceans.	• that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description.	• plan a route around school using directional language eg. Forwards, backwards, behind, next to. • locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • identify hot and cold areas of the world in relation to the Equator and the North and South Poles. • use simple compass directions (North, South, East and West) and locational language (e.g. near and far; left and right) to describe the location of features and routes on a map.
Y3 – 4	• the names of counties and cities of the UK. • the difference between the British Isles, Great Britain and the United Kingdom. • the names of the main islands surrounding the UK. • the name and location of the world's continents and oceans.	• that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). • that physical characteristics and key topographical features (hills, mountains, coasts and rivers) have changed over time.	• use maps, atlases, globes and digital/computer mapping to locate countries, major cities and to describe features (focusing on Europe, Russia, and North and South America). • describe some of the characteristics of the geographical areas known. • create a map of a geographical area including basic symbols, compass points and a key. • use and read four figure grid references on a map.

	• the names of the countries and capital cities of neighbouring European countries. • the names of the world's most famous mountainous regions. • the names of key countries linked to studies in other subject areas.		• locate the countries of Europe and identify their main physical and human characteristics. • locate many of the world's most mountainous regions on a map. • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
Y5 – Y6	• name the countries and capital cities of Europe. • the name and location of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.	• that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places. • Understand the significance of location.	• confidently use a range of different types of maps, atlases, globes and digital/computer mapping to locate countries of the commonwealth and the British Empire, identifying a range of topographical features and discussing their significance on trade and climate in comparison with another area. • use the six-figure grid referencing system to record and locate positions on a map. • know how to use ordinance survey maps, symbols and keys to build knowledge of the UK and the wider world. • collect and analyse statistics and other information in order to draw clear conclusions about locations. • use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • 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 the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

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	Place: Children will know:	Place: Children will understand:	Place: Children will be able to:
EYFS			• describe my immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps; • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Y1– Y2	• how to plan a route around school. • the differences between two localities.	• that a place relates to an opinion and meaning that people attach to a location.	• draw a map of the different areas of school and the local area. • Identify land use around the school. • devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). • describe geographical similarities and differences between a small area in the UK and a contrasting non-European country. • ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
Y3 – 4	• the difference between a hamlet, village, town and city.	• that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place.	• describe geographical similarities and differences between countries.
Y5 – Y6	• name the countries of North and South America.	• that as a concept, place examines the uniqueness of a space and questions what is specific about this area. • that place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	• locate the countries of North and South America and identify their main physical and human characteristics. • identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

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	Human and Physical Processes: Children will know:	Human and Physical Processes: Children will understand:	Human and physical processes: Children will be able to:
Y1– Y2	• the names of key human features: including: city, town, village, factory, farm, house, office and shop. • the names of key physical features including beach, coast, forest, hill, mountain, ocean, river, valley, vegetation and weather.	• that places have distinct physical and human characteristics. • that the concept of physical and human processes looks at natural and man-made features in the world. • that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.	• identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • observe, measure and record the human and physical features in the local environment using a range of methods including sketch maps, plans and maps. • 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 simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

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	Human and Physical Processes: Children will know:	Human and Physical Processes: Children will understand;	Human and physical processes: Children will be able to;
Y3 – Y4	• types of settlement and land use. • the names of key human features: including: city, town, village, factory, farm, house, office and shop etc. • the names of key physical features including volcano, earthquakes etc.	• that human processes can be defined in terms of how human involvement has affected the world. • why certain areas are populated and others not as much. • that humans have a significant impact on the earth. • that the environment determines the use of land.	• ask and answer geographical questions about the physical characteristics of a location including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the 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.
Y5 – Y6	• know the natural resources that can be found in Great Britain.	• that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world.	• ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

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	Communities and settlement; Children will know:	Communities and settlement; Children will understand;	Communities and settlement: Children will be able to;
Y1	• The key features of settlements.	• that people settle and move into and from areas for various reasons. • that settlements change over time.	• ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
Y4 – 5	• how trade with other countries influences the economy in Great Britain.	• that trade can bring about change in communities and settlements • that communities use natural resources to meet their basic needs • that communities and settlers can have a positive and negative impact upon an area • that people, products, ideas and elements change in location, this can be through travel or flow. • that movement has a significant impact in how land is changed over time. • that distance, direction, and the processes bringing about movement and the regularity and volume of movement all need to be considered. • that movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement.	• explain human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

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	Spatial Interaction: Children will know:	Spatial Interaction: Children will understand:	Spatial Interaction: Children will be able to:
Y3 & 4	• Where there have been movements of people over time (linked to cross-curricular studies).	• that spatial interactions are the studies of the flows, movements or exchanges that link places together. • that an incident in one area can have an effect on a different area and become interconnected.	• ask and answer geographical questions about the physical and human characteristics of a location.
Y5-Y6	• Where there have been movements of people over time (linked to cross-curricular studies).	• that interactions like migration can lead to two places becoming interdependent upon each other. • that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions.	• describe how locations around the world are changing and explain some of the reasons for change.

	Environment; Children will know:	Environment; Children will understand that:	Environment: Children will be able to:
Y2	• of ways to look after the environment.	• that people effect the world and have the ability to change it. • that the natural world can be changed in many ways. • that the environment maintains and enhances life.	• ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
Y5	• of ways to ensure sustainability.	• that the natural world can be understood in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes.	• describe how locations around the world are changing and explain some of the reasons for change.

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	Scale: Children will know that:	Scale: Children will understand:	Scale: Children will be able to:
Y5		• that scale can be defined as the size of something. • that (1.) on maps we use scale to determine the size relationship between the reality of something on the Earth's surface and the size it is represented on a map. • that the scale of a map influences how it can be used and is described in terms of ratio. • that (2.) scale is observational and are the descriptive size-based units which geographers divide the world to study places, regions and phenomena. • that scale can be describe and will refer to local, national, international, global and regional.	• analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).

	Movement: Children will know that:	Movement: Children will understand that:	Movement: Children will be able to:
Y5 & 6		• that places, people and human and physical processes have an impact on Earth. • that the environment is interrelated and together influences environmental change. • that it is important to explore sustainable growth and the impact this has on environmental interaction and climate change.	• identify and describe how the physical features affect the human activity within a location.

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	Cultural understanding and diversity: Children know:	Cultural understanding and diversity: Children understand:	Cultural understanding and diversity: Children will be able to:
Y6		• that appreciation and awareness of similarities and differences between environments, places, people and cultures helps us develop our understanding of different societies and economies. • that by developing an understanding of these similarities and differences enables us to build an appreciation of people's beliefs and attitudes and the influence that they may have on social, environmental, economic and political issues. • that they are have the right to develop and justify their own values and attitudes.	• describe geographical diversity across the world. • understand some of the reasons for geographical similarities and differences between countries.