

Progression of Skills and Knowledge Framework – Geography

Foundation Stage	KS1	Lower Key stage 2	Upper Key Stage 2
Geographical Knowledge			
1. The UK and local area			
ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	NC - Progression Statement (additional Guidance) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	NC - Progression Statement (additional Guidance) Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	NC - Progression Statement (additional Guidance) Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.
<p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> ■ Know key features of their own immediate environment. ■ Use appropriate words to describe locations e.g. town, village, road, path, house, etc. ■ Name and locate where they live ■ Read stories about the seaside and beaches – link to Blackpool ■ Shows an interest in shapes in the environment. ■ Look at aerial views of the school setting, encouraging children to comment on what they notice regarding buildings, open space, roads and other simple features. ■ Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. 	<p style="color: red; text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom (e.g. using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods).</p> <p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map (e.g. using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods).</p> <p style="color: red; text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps (e.g. research food that originates from different parts of the UK and create a map showing where regional foods come from, design a menu for a 'Great British Picnic' using these foods).</p>	<p style="color: red; text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>Can relate continent, country, county, city/where they live.</p> <p>Can locate the UK's major urban areas and locate some physical environments in the UK (e.g. use a map of the British Isles and locate and label the main British rivers).</p> <p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>Can locate and describe some human and physical characteristics of the UK (e.g. use a map of the British Isles to locate and label the main British rivers, and add the names of settlements at the mouth of the rivers).</p> <p style="color: red; text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west).</p>	<p style="color: red; text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>Can locate the UK's regions and major cities (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK).</p> <p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can recognise broad land-use patterns of the UK (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population).</p> <p style="color: red; text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</p>

		<p>Can locate and describe several contrasting physical environments (e.g. use a a map of the British Isles to locate and label the main British rivers, add the names of settlements at the mouth of the rivers, and locate and label the mountains/hills where the source of these rivers are found).</p>	<p>Can locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</p> <p>Can identify broad land-use patterns of the UK (e.g. create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as their own categories such as waterfall, lake or city population).</p>
	<p>KLIPS - Year 1 /2.</p> <ul style="list-style-type: none"> ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use simple electronic globes/maps. ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. ▪ Recognise differences between their own and others' lives. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom. ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ○ 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. ▪ Use the eight points of a compass ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. 	<p>KLIPS- 5/6</p> <p>Name and locate counties and cities of the United Kingdom.</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ 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. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.

	<p align="center">NC - Progression Statement (additional Guidance)</p> <p align="center">Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p>		
	<p align="center">What to look for guidance (Working towards expectations)</p> <p>Know about the local area and name key landmarks, such as the nearest local green space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features.</p> <p align="center">What to look for guidance (Meeting expectations)</p> <p>Know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.</p> <p align="center">What to look for guidance (Exceeding expectations)</p> <p>Know the local area and its physical and human geography (e.g. investigate how other people view the local area, such as through tourism websites), and create a vocabulary list of the human and physical features of the local area and how people can use and change these, and describe these features and locate them on a map using images or drawings.</p>		
	<p>KLIPS - Year 1 /2.</p> <ul style="list-style-type: none"> ▪ Small area of the United Kingdom. ▪ Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ ▪ Investigate through observation and description. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom 		

	<ul style="list-style-type: none"> ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ 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 		
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2. The world and continents

<p>ELG 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.</p>	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p>	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>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.</p>
<p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> ▪ Use the local area for exploring both the built and natural environment. Teach children about places in the world that contrast with locations they know. Use relevant, specific vocabulary to describe contrasting locations. ▪ Provide stories, images, video clips and other resources to bring the wider world into the classroom. Listen to what children say about what they see. ▪ Talk about how environments might differ from another 	<p style="color: red; text-align: center;">What to look for guidance (Working towards expectations)</p> <p>. Can recognise and name some continents and oceans on a globe or atlas (e.g. use the name of a continent when describing the location of the habitat of a significant animal).</p> <p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> • Can name and locate the seven continents and five oceans on a globe or atlas (e.g. use some specific place knowledge of continents to describe the location of the habitat of a significant animal). <p style="color: red; text-align: center;">What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> • Know the relative locations of the continents and oceans to the equator and north and south poles (e.g. use specific place knowledge to describe the 	<p style="color: red; text-align: center;">What to look for guidance (Working towards expectations)</p> <p>.Can locate countries in Europe and North and South America on a map or atlas.</p> <p>Can describe some European and North and South American cities using an atlas (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA).</p> <p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can locate some countries in Europe and North and South America on a map or atlas.</p> <p>Can relate continent, country, state and city, and identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, and describe the route).</p>	<p style="color: red; text-align: center;">What to look for guidance (Working towards expectations)</p> <p>The pupil can locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>The pupil can describe some key physical and human characteristics of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)</p> <p style="color: red; text-align: center;">What to look for guidance (Meeting expectations)</p> <p>The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p>

<ul style="list-style-type: none"> ■ Children know about similarities and differences in relation to places. ■ They can talk about the features of their immediate environment and how environments may differ from one another. ■ 	<p>location of the habitat of a significant animal in relation to the poles and equator).</p>	<p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> ● Can locate most countries in Europe and North and South America using an atlas. Can identify states in the USA using a map, and explain and illustrate continent, country, state and city with examples (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, describe the route and what you would expect to see on the way). 	<p>(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>The pupil can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.</p> <p>The pupil can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)</p>
	<p>KLIPS - Year 1 /2.</p> <ul style="list-style-type: none"> ● Name and locate the world's seven continents and five ocean ● Use simple electronic globes/maps. ● Do simple searches within specific geographic software. ● Use a range of maps and globes (including picture maps) at different scales. ● Use vocabulary such as bigger/smaller, near/far. ● Know that maps give information about places in the world (where/what?). ● Locate land and sea on maps ● Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ● key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ● Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. ● Investigate through observation and description. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ■ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ■ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ■ Use maps and diagrams from a range of publications ■ Use maps at more than one scale. ■ Recognise that larger scale maps cover less area. ■ Label maps with titles to show their purpose ■ Use the zoom facility on digital maps to locate places at different scales. ■ Add a range of text and annotations to digital maps to explain features and places. ■ View a range of satellite images ■ Add photos to digital maps. ■ Draw and follow routes on digital maps. ■ Use presentation/multimedia software to record and explain geographical features and processes. ■ Use spreadsheets, tables and charts to collect and display geographical data. ■ Make use of geography in the news – online reports & websites. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ■ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ■ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ■ Relate different maps to each other and to aerial photos. ■ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ■ Choose the most appropriate map/globe for a specific purpose. ■ Follow routes on maps describing what can be seen. ■ Interpret and use thematic maps. ■ Understand that purpose, scale, symbols and style are related. ■ Recognise different map projections. ■ Identify, describe and interpret relief features on OS maps. ■ Create sketch maps using symbols and a key. ■ Use a wider range of OS symbols including 1:50K symbols. ■ Know that different scale OS maps use some different symbols. ■ Use models and maps to discuss land shape i.e. contours and slopes. ■ Use the scale bar on maps. ■ Read and compare map scales. ■ Draw measured plans.

			<ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
		<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p style="text-align: center;">Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p style="text-align: center;">Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p>
		<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p style="text-align: center;">Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles (e.g. in a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p style="text-align: center;">Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (e.g. in a group or individually, make a locational map game, quiz or puzzle for other pupils in their class to test knowledge and understanding of latitude and longitude).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p style="text-align: center;">Can identify the position of the equator, the northern hemisphere and the southern hemisphere and</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p style="text-align: center;">Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, and climate).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p style="text-align: center;">Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p>

		understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime/Greenwich Meridian, including day and night (e.g. individually or leading a group, create a locational map game, quiz or puzzle for other pupils in their class or school to test knowledge and understanding of the significance of latitude and longitude).	Can locate places studied in relation to the equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone; consider how these fruits could be grown nearer to home).
	KLIPS - Year 1 /2	KLIPS - Y3/4 <ul style="list-style-type: none"> ○ 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). ○ Use 4 figure coordinates to locate features on maps. ○ Use the eight points of a compass. 	KLIPS- 5/6 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). <ul style="list-style-type: none"> ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Use eight cardinal points to give directions and instructions.

Geographical Understanding

3. Physical themes

ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	NC - Progression Statement (additional Guidance) 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.	NC - Progression Statement (additional Guidance) Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	NC - Progression Statement (additional Guidance) Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.
What to look for guidance (Meeting expectations) <ul style="list-style-type: none"> • Investigate the weather – e.g the wind – make windmills, wind socks... • Children know differences and similarities between themselves and others and among communities. • Ask and answer simple questions about the local environment 	What to look for guidance (Working towards expectations) "Can talk about the day-to-day weather and some of the features of the seasons in their locality. Can show awareness that the weather may vary in different parts of the UK and in different parts of the world (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, ask a peer who has looked at a webcam or a weather forecast to answer these questions, and make a simple comparison with the weather in your area). What to look for guidance (Meeting expectations)	What to look for guidance (Working towards expectations) Can describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles (e.g. prepare a report, using a map and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and what it eats). What to look for guidance (Meeting expectations) Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate	What to look for guidance (Working towards expectations) Can understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest. Can understand that animals and plants are adapted to the climate. Can understand our food is grown in many different countries because of their climate (e.g. create a fruit map poster based around a world map using several fruits and labelling their countries of origin). What to look for guidance (Meeting expectations)

<ul style="list-style-type: none"> Express opinions on natural and built environments and give opportunities to hear other view points on the quality of the environment Help children to notice patterns around them, record the weather. How an interest in shapes in the environment 	<p>Can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Can describe which continents have significant hot or cold areas and relate these to the poles and equator (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, use a webcam or a weather forecast to answer these questions, and make comparisons with the weather in your area.)</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p> <p>Can describe the pattern of hot or cold areas of the world and relate these to the position of the equator and the poles (e.g. imagine you live in one of the capital cities of the UK, use a webcam or a weather forecast for that place to observe today’s weather in order to answer questions from peers about the weather in a role play activity, and include comparisons to the weather in your area in the role play).</p>	<p>vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Can understand the relationship between climate and vegetation (e.g. independently prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment).</p>	<p>Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic.</p> <p>Can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</p> <p>Can relate climate to food production (e.g. produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow).</p>
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> 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 Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ Investigate through observation and description. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Ask more searching questions including, ‘how?’ and ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs. Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places. Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.

		Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	<ul style="list-style-type: none"> - Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. - Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. - Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. - Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. - Relate different maps to each other and to aerial photos. - Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. - Choose the most appropriate map/globe for a specific purpose. - Draw measured plans.
	NC - Progression Statement (additional Guidance)	NC - Progression Statement (additional Guidance)	NC - Progression Statement (additional Guidance)
	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.	Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.	Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.
What to look for guidance (Working towards expectations)	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can talk about a natural environment, naming its features using some key vocabulary (e.g. make a place in a box that shows the habitat of an animal).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can recognise a natural environment and describe it using key vocabulary (e.g. make a place in a box that shows the habitat of an animal, with several aspects of the environment labelled including the landscape, food and weather).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>Can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains (e.g. with support, make a working model of a volcano, label it with the features of a volcano and describe an eruption).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can describe some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and talk about what it shows).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Can understand how a mountain region was formed (e.g. make a clay model to show the</p>

	<p>Can recognise different natural environments and describe them using a range of key vocabulary (e.g. make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment including the landscape, food, weather and impact of people).</p>	<p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains (e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can describe several physical features and describe how they change. Can describe and name the key landscape features of river and mountain environments in the UK. Can explain the water cycle in appropriate geographical language. Can describe some of the processes associated with rivers and mountains (e.g. independently make a working model of a volcano, label it with the features of a volcano and describe how, and offer reasons why, it erupts, and relate this to one or more examples of volcanoes around the world).</p>	<p>formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can describe and understand some key physical processes and the resulting landscape features. Can understand how fold mountain regions are formed (e.g. make clay models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed).</p>
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ ▪ Investigate through observation and description. ▪ Recognise differences between their own and others’ lives. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns ▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. – Ask more searching questions including, ‘how?’ and ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes – Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. – Add a range of text and annotations to digital maps to explain features and places. – View a range of satellite images – Add photos to digital maps. – Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places. ▪ identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.

		<p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> - Identify and describe geographical features, processes (changes), and patterns. - Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. - Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. - Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. 	<ul style="list-style-type: none"> ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
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4. Human themes

<p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>NC - Progression Statement (additional Guidance) Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>NC - Progression Statement (additional Guidance) Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>NC - Progression Statement (additional Guidance) Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> • Teach children about a range of contrasting environments within both their local or national region. • Model the vocabulary needed to name specific features of the natural world, both natural and man-made. • Share non-fiction texts that offer insight into contrasting environments. • Listen to how children communicate their 	<p>What to look for guidance (Working towards expectations)</p> <p>Can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary (e.g. from a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card).</p> <p>What to look for guidance (Meeting expectations)</p> <p>Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary (e.g. from a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card, and</p>	<p>What to look for guidance (Working towards expectations)</p> <p>. Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Can recognise features and some activities that occur in different settlements using a range of key vocabulary. Can recognise the main land uses within urban areas and the key characteristics of rural areas (e.g. with support, using Google Earth, atlases and images, research some major cities in North and South America and identify how they are different).</p> <p>What to look for guidance (Meeting expectations)</p> <p>. Can identify and sequence a range of settlement sizes from a village to a city.</p>	<p>What to look for guidance (Working towards expectations)</p> <p>Know and understand what life is like in cities and in villages. Know the journey of how one product gets into their home in detail. Can describe some renewable and non-renewable energy sources. Can describe different types of industry currently in the local area. Know where some of our main natural resources come from (e.g. take part in a decision-making exercise selecting an energy source to generate power for nearby houses).</p> <p>What to look for guidance (Meeting expectations)</p>

<p>understanding of their own environment and contrasting environments through conversation and in play.</p>	<p>using two of the cities, draw two differences and two similarities to the area in which they live).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can identify different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>Can describe their features and some activities that occur there using a range of key vocabulary (e.g. from a number of world cities from different continents, identify key features of a city from images or a video, identifying two differences and two similarities to the area in which they live, and talk with confidence about which city they would prefer to live in and why).</p>	<p>Can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.</p> <p>Can describe the main land uses within urban areas and the activities that take place there.</p> <p>Can describe the key characteristics of rural areas (e.g. using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar).</p> <p>"</p>	<p>Know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>Can understand that products we use are imported as well as locally produced.</p> <p>Can explain how the types of industry in the area have changed over time.</p> <p>Can understand where our energy and natural resources come from (e.g. prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>" Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</p> <p>Can understand that our shopping choices have an effect on the lives of others.</p> <p>Can explain how, and offer reasons why, the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from, and the impacts of their use (e.g. take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses)."recognise and explain how and why there could be different interpretations about Athenian society).</p>
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ Small area of the United Kingdom. ▪ Small area in a contrasting non-European country. ▪ Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ ▪ Investigate through observation and description. ▪ Recognise differences between their own and others’ lives. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ 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. ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don’t like about specific geographical features and situations e.g. a proposed local wind farm. 	<p>KLIPS- 5/6</p> <p>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.</p> <ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the

	<ul style="list-style-type: none"> Notice and describe patterns. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features Use maps and other images to talk about everyday life 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps. Draw and follow routes on digital maps. Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites. Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications 	<p>news e.g. for/against arguments relating to the proposed wind farm.</p> <ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places. Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
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5. Understanding places and connections

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants;	NC - Progression Statement (additional Guidance) Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	NC - Progression Statement (additional Guidance) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	NC - Progression Statement (additional Guidance) Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.
<p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Use a wide range of geographical vocabulary – e.g. pollution, weather etc. Pose carefully framed open-ended questions such as How can we...? What would happen if ...? Children ask how and why questions. <p>• Encourage children to speculate on reasons why things happen</p>	<p>What to look for guidance (Working towards expectations)</p> <p>Can make observations about, and describe, the local area and the nearest local green space (e.g. make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class, and using different colours to identify its physical and human characteristics).</p> <p>What to look for guidance (Meeting expectations)</p> <p>Can make observations about, and describe, the local area and its physical and human geography (e.g. make the first page of a 'World Wonders' book with reasons why their local area is wonderful, using different colours to identify its physical and human characteristics).</p>	<p>What to look for guidance (Working towards expectations)</p> <p>Can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can recognise that some regions are different from others (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area).</p> <p>What to look for guidance (Meeting expectations)</p> <p>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</p>	<p>What to look for guidance (Working towards expectations)</p> <p>Understand how a region has changed (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed).</p> <p>What to look for guidance (Meeting expectations)</p> <p>Understand how a region has changed and how it is different from another region of the UK (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people).</p> <p>What to look for guidance (Exceeding expectations)</p>

<ul style="list-style-type: none"> • Use I pads – Apps to support learning • Use a range of technology e.g. thermometers, cameras, etc • Know that information can be retrieved from computers. • Children use technology for a particular purpose. 	<p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected (e.g. make the first page of a 'World Wonders' book with reasons why their local area is wonderful, using different colours to identify its physical and human characteristics, and drawing this together by annotating an image or map of the local area).</p>	<p>Can explain why some regions are different from others (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others and give reasons why some are similar (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas).</p>	<p>Understand how and why their region and other regions have changed, and how the regions of the UK are distinctive (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park).</p>
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Small area of the United Kingdom. ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. ▪ Recognise differences between their own and others' lives. ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ A region of the United Kingdom. ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

	<ul style="list-style-type: none"> Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. 		
<p>ELG</p> <p>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;</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>. Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>
<p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Use the local area for exploring both the built and natural environment Provide stories that help children make sense of different environments Talk about how environments might differ from another Children know about similarities and differences in relation to places,. They can talk about the features of their immediate environment and how environments may differ from one another. Ask and answer simple questions about the local environment Express opinions on natural and built environments and give opportunities to hear other view points on the quality of the environment Help children to notice patterns around them 	<p>What to look for guidance (Working towards expectations)</p> <p>. Can describe an aspect of the physical and human geography of a distant place.</p> <p>Can show awareness of their locality and identify one or two ways it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; be supported in a role play to explain why they wish to visit this place).</p> <p>What to look for guidance (Meeting expectations)</p> <p>Can describe the physical and human geography of a distant place.</p> <p>Can describe their locality and how it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; work with a peer in a role play to explain why they wish to visit this place, mentioning its physical and human characteristics).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can confidently describe the physical and human geography of a distant place.</p> <p>Can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so (e.g. complete a travel document, and act as a travel agent in a role play, explaining</p>	<p>What to look for guidance (Working towards expectations)</p> <p>Can recognise that there are physical and human differences within countries and continents.</p> <p>Can show awareness of the physical and human characteristics of a European region and a region in North or South America (e.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America; compare these cities, identifying one difference and one similarity).</p> <p>What to look for guidance (Meeting expectations)</p> <p>Can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special (e.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas; compare these cities, drawing out human and physical characteristics; identify differences and similarities).</p> <p>What to look for guidance (Exceeding expectations)</p>	<p>What to look for guidance (Working towards expectations)</p> <p>. Know and can share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique (e.g. design an app/webpage/leaflet for tourists to the Alps selecting some information).</p> <p>What to look for guidance (Meeting expectations)</p> <p>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment; refine the item based on feedback).</p>

<p>How an interest in shapes in the environment</p>	<p>confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places).</p>	<p>Can offer explanations for the similarities and differences between some regions in Europe and North or South America.</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas; select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).</p>	
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Small area in a contrasting non-European country. ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ 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 ▪ Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ ▪ Investigate through observation and description. ▪ Recognise differences between their own and others’ lives. ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ A region in a European country. ▪ A region within North or South America. ▪ Ask more searching questions including, ‘how?’ and ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. ▪ Make links between features observed in the environment to those on maps and aerial photos ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ A region of the United Kingdom. ▪ A region in a European country. A region within North or South America. ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

		<ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites. 	<ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal e.g. why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? <p>Make predictions and test simple hypotheses about people and places.</p>
		<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>. Establish an understanding of the interaction between physical and human processes.</p>	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>. Deepen an understanding of the interaction between physical and human processes.</p>
		<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can describe how some physical processes can cause hazards to people.</p> <p>Can recognise that there are advantages and disadvantages of living in certain environments (e.g. investigate the impacts of the 2011 Japanese earthquake using images and internet research).</p> <p style="text-align: center;">What to look for guidance</p> <p>Can understand how physical processes can cause hazards to people.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Can offer reasons why physical processes can cause hazards to people.</p> <p>Can offer explanations for the advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research, and investigate how people are attempting to minimise the impacts of future earthquakes).</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments such as avalanches in mountain regions.</p> <p>Can identify an important environmental issue (e.g. make an animation to show why the Amazon Rainforest is valuable and why it should be protected).</p> <p style="text-align: center;">What to look for guidance</p> <p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be protected).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p>

			<p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Understand that no single type of energy production will provide all our energy needs (e.g. make an animation to show why the Amazon Rainforest is valuable and how it should be protected).</p>
		<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ Make links between features observed in the environment to those on maps and aerial photos. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. ▪ Ask and answer questions that are more causal e.g. why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? <p>Make predictions and test simple hypotheses about people and places.</p> <ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

Geographical Skills and Enquiry

6. Map and atlas work

<p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; ELG 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.</p>	<p>NC - Progression Statement (additional Guidance) 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.</p>	<p>NC - Progression Statement (additional Guidance) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>NC - Progression Statement (additional Guidance) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Help the children to find out about the environment by talking to people, examining photographs and simple maps and by visiting places Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes Ask and answer simple questions about the local environment Express opinions on natural and built environments and give opportunities to hear other view points on the quality of the environment Help children to notice patterns around them How an interest in shapes in the environment 	<p>What to look for guidance (Working towards expectations) Can use a world map, atlas or globe to recognise and name some continents and oceans. Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom (e.g. locate the continents where different animals live on a world map, in an atlas or on the wall).</p> <p>What to look for guidance (Meeting expectations) Can use a world map, atlas or globe to name and locate the seven continents and five oceans. Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate the continents where different animals live on a blank base map of the world using an atlas).</p> <p>What to look for guidance (Exceeding expectations) Can use a world map, atlas or globe to locate the continents and oceans relative to the equator and north and south poles. Can use a range of maps and satellite images to locate and identify the four countries and capital cities of the</p>	<p>What to look for guidance (Working towards expectations) Can use a map to identify countries in Europe and/or North and South America. Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can use an atlas to locate where they live in the UK and the UK's major urban areas (e.g. use an atlas to locate places in an atlas using the contents page).</p> <p>What to look for guidance (Meeting expectations) Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can use a map to locate some states of the USA. Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)</p> <p>What to look for guidance (Exceeding expectations) Can use an atlas to locate many countries, cities and key features in Europe or North and South America. Can use a map to locate the states of the USA.</p>	<p>What to look for guidance (Working towards expectations) Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. use physical and political maps to identify the Alps and the countries this region spreads across).</p> <p>What to look for guidance (Meeting expectations) Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Alps, its countries, cities and topography).</p> <p>What to look for guidance (Exceeding expectations)</p>

	<p>United Kingdom and its surrounding seas (e.g. locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location)</p>	<p>Can use an atlas to name and locate a range of cities and counties in the UK (e.g. use an atlas with confidence to locate places using latitude and longitude; be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others).</p>	<p>Can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. Can use globes and atlases to accurately locate places by their latitude and longitude (e.g. use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct)</p>
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Name and locate the world's seven continents and five oceans. ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use a postcode to find a place on a digital map ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. <p>Make use of geography in the news – online reports & websites.</p>	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key.

			<ul style="list-style-type: none"> ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.
	<p>NC - Progression Statement (additional Guidance)</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>Use the eight points of a compass, four/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.</p>
	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>. Can locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>. Can describe a journey on a map of the local area locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick).</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can use a simple letter and number grid. Can give direction instructions up to four compass points. Can use large-scale maps outside (e.g. follow a local river downstream on an OS map and identify some features of the river).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can use four-figure grid references. Can give direction instructions up to eight compass points. Can adeptly use large-scale maps outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Know that six-figure grid references can help them find a place more accurately than four-figure grid references. Can use the scale bar or 1 km grid to estimate distance. Can recognise patterns on maps and begin to explain what they show (e.g. independently follow a stretch of</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can use four-figure grid references. Can use OS map symbols and atlas symbols. Can use maps at different scales. Can recognise that contours show height (e.g. contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can use four-figure grid references and find six-figure grid references. Can describe height and slope from a map. Can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p> <p>Can use four/six-figure grid references with ease and accuracy. Can describe the shape of the land from contour patterns. Can work confidently with a range of maps from large-scale street maps to 1: 50,000 maps (e.g. use a large-</p>

		river downstream on an OS map and identify human and physical features along the river's course and record these with grid references; write a description of the river's course using this information).	scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map).
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Know which direction is North on an OS map. ▪ Use simple compass directions (NSEW). ▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. ▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Find a given OS symbol on a map with support ▪ Begin to realise why maps need a key. ▪ Look down on objects and make a plan e.g. of the classroom or playground. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use 4 figure coordinates to locate features on maps. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances ▪ Relate measurement on large scale maps to measurements outside. ▪ Use the eight points of a compass. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ Use eight cardinal points to give directions and instructions. ▪ identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪

7. Fieldwork and investigation

	<p>NC - Progression Statement (additional Guidance)</p> <p>. 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 key.</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>. Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>
<p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> ▪ Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs ▪ Make visits to places in the locality – church, park shops 	<p>What to look for guidance (Working towards expectations)</p> <p>Can use aerial photos to identify features of a locality. Can draw a simple map (e.g. create models of landmarks seen on a local walk, and order the landmarks as they were seen on the journey).</p> <p>What to look for guidance (Meeting expectations)</p>	<p>What to look for guidance (Working towards expectations)</p> <p>Can make a simple sketch map. Can present information gathered in fieldwork using a simple graph. Can use digital maps to identify familiar places (e.g. using Google Earth, identify states and cities of the USA and locate them on a map).</p> <p>What to look for guidance (Meeting expectations)</p>	<p>What to look for guidance (Working towards expectations)</p> <p>Can make a sketch map with symbols. Can use digital maps to identify human and physical features. Can present information gathered in fieldwork using simple graphs (e.g. research into how the local area is changing, using a selection of digital sources).</p> <p>What to look for guidance (Meeting expectations)</p>

	<p>. Can use aerial photos to identify physical and human features of a locality. Can draw a simple map with a basic key of places showing landmarks (e.g. create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can use aerial photos to identify a range of physical and human features of a locality. Can draw a map with a key of places showing landmarks (e.g. create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key).</p>	<p>Can make a map of a short route with features in the correct order and in the correct places. Can make a simple scale plan of a room. Can present information gathered in fieldwork using simple graphs. Can use the zoom function of a digital map to locate places (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>Can make a detailed map of a short route with features in the correct order and in the correct places. Can make a scale plan of a room with objects in the room. Can present information gathered in fieldwork using a range of graphs. Can use the zoom function to explore places at different scales and add annotations (e.g. using Google Earth independently – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA; locate them on a map).</p>	<p>Can make sketch maps of areas using symbols, a key and a scale. Can use digital maps to investigate features of an area. Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>. Can use digital maps to research factual information about features. Can present information gathered in fieldwork using a range of graphs and other data presentation techniques (e.g. plan an investigation to find out how the local area is changing using a range of digital sources).</p>
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. ▪ Use large scale maps and aerial photos of the school and local area. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances <p>Relate measurement on large scale maps to measurements outside.</p> <ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication. ▪ Create sketch maps using symbols and a key. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.

		<ul style="list-style-type: none"> ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. 	<ul style="list-style-type: none"> ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>Use 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.</p>	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p style="text-align: center;">NC - Progression Statement (additional Guidance)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>
	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. Can locate some features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this with drawings).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. Can locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested (e.g. participate with a group to create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can, in a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes).</p>	<p style="text-align: center;">What to look for guidance (Working towards expectations)</p> <p>Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques (e.g. carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence as suggested from surveys, photographs and interviews, and present findings to the head teacher and school council).</p> <p style="text-align: center;">What to look for guidance (Meeting expectations)</p> <p>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council).</p> <p style="text-align: center;">What to look for guidance (Exceeding expectations)</p>

	<p>. Can keep a weekly weather chart based on first-hand observations using picture symbols, and talk about this data and identify patterns.</p> <p>Can accurately locate features of the school grounds on a base map (e.g. independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them).</p>	<p>What to look for guidance (Exceeding expectations)</p> <p>Can plan a fieldwork investigation in the local area selecting appropriate techniques (e.g. take a lead in planning and creating a river in the playground and select a range of natural materials to use – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and annotate with key river features and processes).</p>	<p>. Can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. design, plan and carry out an enquiry to investigate how sustainable one aspect of the school’s work is; collect evidence from surveys, photographs and interviews, and present findings to the school’s governing body).</p>
	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪ Use simple compass directions (NSEW). ▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.