

Skills progression: Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and Place Knowledge	<p>- Comments and asks questions about aspects of their familiar world such as the place where they live.</p> <p>- Children to record findings by drawing, writing, photographing or making simple models. Children to create simple plans and maps using carefully provided stimuli.</p>	<p>- Use maps to locate the UK. Be able to identify the 4 countries and label the capital cities.</p> <p>- Express own views about people, place and environment in relation to capital cities.</p> <p>- Locate local places on a map. Study pictures/videos of a locality and ask geographical questions. E.g. What is it like to live in this place? How is it different to where I live now?</p> <p>- Draw and label pictures to show how places are different.</p>	<p>- Use maps and a globe to identify the continents and oceans.</p> <p>- Understand that both a map and a globe show the same thing. Locate the continents on a paper map.</p> <p>- Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>- Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, and ask geographical questions. E.g. What is it like to live in this place? How is the weather different to where I live? How are lifestyles different?</p> <p>- Study pictures of their locality in the past and present and ask 'How has it changed?'</p> <p>- Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>- Express own views about a place, its people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>- Use maps to locate the countries of Europe.</p> <p>- Study maps and make assumptions about the different areas of Europe. E.g. using map keys to identify mountainous areas.</p> <p>- Identify flatter areas and hillier areas as well as decide which rivers are the largest.</p> <p>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, next to a cliff) Make judgements about where these might have been taken. E.g. the mountain might be in France because the Alps are located there.</p> <p>- Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc)</p> <p>- Relate to UK landmarks. E.g. Big Ben.</p> <p>- Use compass directions (North, South, East and West) to relate countries to each other.</p> <p>- Using digital mapping (Google Earth) locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines.</p> <p>- Critically study photographs- Where these taken on the Equator, close to the Equator or further away? Justify answers.</p> <p>- Study maps, pictures or other sources to identify similarities and differences between a UK region and a volcanic region. Compare physical and human features, draw conclusions, ask questions using prior knowledge.</p> <p>- Identify the main trade and economy in the volcanic region and compare this to the region of the UK. Look at settlements, particularly in relation to volcanoes. What conclusions can be drawn?</p> <p>-Analyse evidence and draw conclusions. E.g. make comparisons between locations using photos/pictures, temperature in different locations and population numbers.</p>	<p>- Identify the different hemispheres on a map.</p> <p>- Use the compass points (N, NE, E, SE, S, SW, W, NW) to direct and locate using a compass.</p> <p>- Locate and label different countries/continents in the Northern and Southern hemispheres.</p> <p>- Ask questions about the different hemispheres and make predictions about how life might be different in each.</p> <p>- Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions about what affects the climate. Use maps to identify different climate zones.</p> <p>- Discuss and compare the climate zones of the UK and relate this knowledge to the climate in the local area.</p> <p>- Ask questions about global warming. Discover the causes of global warming and research the implications.</p> <p>- Understand the term 'biome'. Use knowledge of this term to suggest places in the world which may be biomes (The Amazon rainforest, Sahara desert etc).</p> <p>- Use digital mapping (Google Earth) to locate these areas. Use simple assumptions (Very green areas could be rainforests, flat pale areas could be deserts etc). Explain choices using prior knowledge of maps and the world.</p> <p>- Identify the climate, the habitats, the plant and animal types and how people live in and use the rainforest. Study life in the rainforest through primary sources- recounts, photographs, videos and make comparisons to life in the UK. Discuss how the rainforest might be linked to us. E.g. Trade links.</p> <p>Locate other rainforests using maps/globes and identify patterns in their location.</p>	<p>- Confidently use maps, globes and Google Earth to locate the continent of Africa and discuss the key countries lying within it.</p> <p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>- Locate the equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>- Locate the largest urban areas on a map and use geographical symbols E.g. contours to identify the flattest and hilliest areas of the continent.</p> <p>- Ask questions. E.g. What is this continent like? What is life like there?</p> <p>- Study photographs/pictures/ maps to make comparisons between urban and rural locations.</p> <p>- Use maps to locate features of the UK including: rivers, mountains, large cities, landmarks.</p> <p>- Explain which are physical and which are human features. Label some counties, cities, mountains and rivers.</p> <p>- Study photographs and maps of 3 different locations of the UK. Ask geographical questions. E.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>	<p>- Use 6 figure grid references to identify the states and significant cities in North America.</p> <p>- Locate the key physical and human characteristics. Relate these features to the locality. E.g. population sizes near rivers/ landmarks/ transport links.</p> <p>- Locate the main historically significant landmarks in the USA. E.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite NP, The White House.</p> <p>- Select the most appropriate contours for different purposes. E.g. globe/atlas to find a country, digital mapping to find a village.</p> <p>- Use maps to identify lines of longitude and latitude and discuss their significance. Describe the climates of different countries and relate this to prior knowledge of the Equator and the tropics, and recently acquired knowledge of longitude and latitude.</p> <p>- Locate major cities of the world and discuss their similarities and differences, drawing on evidence.</p> <p>- Identify the world's time zones and why we have them- relate to night and day- look at a world where we all have the same time.</p>

Human and Physical Geography

- **Discuss** with peers and adults about the local environment by examining **photographs, simple maps** and by **visiting local places**.

- **Use basic geographical vocabulary to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season and weather.
 - **Use basic geographical vocabulary to refer to key human features including:** city, town, village, factory, farm house and shop.
 - Be able to **verbalise and write about** similarities and differences between the features of the two localities.
 - **Ask questions** about the weather and seasons.
 - **Observe and record.** E.g. draw pictures of the weather at different times of the year. Keep record of how the weather changes in a week in the winter, compared to the summer.
 - **Express opinions** about the seasons and **relate these physical changes** to changes in clothing and activities. E.g. winter = coat, summer = t-shirt.

- **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.
 - **Use basic geographical vocabulary to refer to key human features, including:** city, town, village, factory, farm, house, office, port, harbour and shop.
 - **Using both maps and globes, identify** the coldest places in the world- The North and South poles. - **Make Predictions** about where the hottest places in the world are. Children to **identify** the equator and **locate** the places on the Equator that are the hottest.

- **Locate places in the world** where volcanoes occur.
 - Understand and be able to **communicate** the cause of volcanoes and the process that occurs before a volcano erupts.
 - **Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruptions.
 - **Ask and answer questions** about the effects of volcanoes. **Discuss** how volcanoes effect human life. E.g. Settlements.
 - **Ask, research and explain the following question:** Why did the Romans choose to settle where they did? What were their settlements like? What is the settlement used as today?

- **Use maps, globes and Google Earth** to identify the continent of South America. Looking at a map of climate zones, children to use **prior knowledge** of the world to identify the climate they think exists in different parts of South America.
 - **Identify and map** the different countries of South America.
 - **Identify** the major cities and use photographs to **compare and contrast** two differing regions. E.g. rich/poor Sao Paulo, Brazil.
 - **Locate** the mountain ranges, rivers and oceans. **Make connections** between South America and the UK.
 - **Consider** how these features have shaped life. E.g. Capital cities being near major rivers for water, or oceans for trade etc.
 - **Understand** how these geographical features are marked on a map.

- **Use the language of rivers.** E.g. meander, erosion, deposition, transportation.
 - **Explain** and present the process of rivers. (Powerpoint, drama/dance)
 - **Compare** how river use has changed over time and the impact on trade in history.
 - **Identify** trade links around the world based on a few chosen items. E.g. coffee, chocolate, bananas.
 - **Discover** where food comes from by looking at packaging.
Discuss and debate Fairtrade and the Fairtrade mark.

- **Describe and explain** the processes that cause natural disasters.
 - **Draw conclusions** about the impact of natural disasters through the study of photographs, population numbers and other primary sources.
 - Look at **maps** of different scales and **observe** the differences in detail (Works really well on Google Earth) **Create their own scaled map** of the school by measuring and making it 100x smaller (created as a class).

<p>- Talk about some of the things they have observed where they live.</p> <p>- Children to create their own environments using play maps and world equipment.</p>	<p>- Observe and record information about the local area. E.g. How many churches are there near the school? How do children travel to school?</p> <p>- Children to take photographs of interesting things/places in the local area and explain what the photos show.</p> <p>- On a walk in the local area, children to pick things up e.g. sticks, stones, leaves etc and use them to create simple memory maps of their journey.</p> <p>- Study aerial photographs of the school and label it with key features e.g. Classrooms, field, playground etc.</p> <p>- Look at a simple map of the local area and identify the things they know and have seen.</p> <p>- Make a simple map.</p> <p>- Create a simple map of the local area as a class. Using blocks and other objects to represent places.</p>	<p>- Study maps and aerial photographs and use simple compass directions. Use locational and directional language to describe the location of features and routes on a map.</p> <p>- Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>- Observe and record the features around the local area. E.g. The different types of animals and plants found by the pond compared to the park. The different amounts of traffic around the school/ along the main village road. Children to make suggestions for the cause of these differences.</p> <p>- Communicate findings in different ways. E.g. reports, simple graphs, sketches, diagrams, PowerPoint etc.</p> <p>- Children to make sketches/notes of their trip to a local landmark/ area then create a simple map to direct others which uses a key and includes the main physical and human features.</p>	<p>- Use the 8 compass points to locate areas of a part of the school (Hall or field). Play the compass game where children run to the point called by the teacher.</p> <p>-Example Tell children are coming to visit the school. They will need a tour of the school and its grounds (maybe the children could give their parents a tour?) Plan a tour that includes a map that identifies the main geographical features with a detailed key. Take digital photographs of the school and plot these on a map of the school. Use 2 figure grid references to describe where key features are located. Undertake environmental surveys of the school grounds. E.g. litter, noise (datalogger) cars etc. Undertake weather surveys of the school grounds. E.g. number of sunny days/ hours, wind direction etc. Create an aerial plan/ map of the school, sticking in different shapes (progress from year 1 where children created a collective aerial plan using blocks).</p>	<p>- Design questions and studies to conduct in the local area.</p> <p>- Identify local features on a map and begin to understand 4 figure grid references.</p> <p>-Categorise buildings using the following classifications:</p> <p>-Residential: houses, flats, hotels</p> <p>-Retail: food, clothing, sports, toys, furniture etc</p> <p>-Commercial: Solicitors, banks, offices etc</p> <p>-Industrial: Factories, warehouses</p> <p>-Leisure: Theatres, Cinemas, Public houses, restaurants and cafes.</p> <p>-Public services: Police, libraries, town halls, churches, mosques, schools.</p> <p>- Compare historic mapping of the area and describe changes to land use.</p> <p>- Use tables or graphs to collate information into a report.</p> <p>- Draw conclusions about the area based on the data collected.</p>	<p>- Look for evidence of prior river use by visiting the location.</p> <p>- Make observational notes about the land features.</p> <p>Visit a river, locate and explain the features.</p> <p>- Take photographs to support findings. E.g. show river uses, and land uses around the area.</p> <p>- Compare and contrast the river use over time.</p> <p>- Record/measure the river. E.g. depth, width, erosion, speed etc.</p>	<p>- Undertake a traffic survey of the local main road- Tally counting and producing graphs to show the types of vehicles used.</p> <p>Compare traffic flows at different times of the day.</p> <p>- Identify parking problems (at school at peak times).</p> <p>- Ask geographical questions: How is traffic controlled? What are the main problems?</p> <p>- Undertake a noise survey on the main village road.</p> <p>- Form and develop opinions- Do you agree with the level of traffic? What changes could you make to improve the traffic environment?</p> <p>- Use knowledge of the local area to suggest improvements to parking/ traffic issues.</p> <p>- Report on the impact of the traffic on the local and global environment. Link to global warming.</p>
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