



Learning together, we grow kind hearts
and healthy minds.

Skills Progression: Geography

Year	Locations	Physical themes	Human themes	Understanding places	Maps and atlas work	Fieldwork and investigations
EYFS Links	<p>KUW - People and communities: Children talk about past & present events in their own lives & in lives of family members. They know that other children don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves & others & among families, communities & traditions.</p> <p>KUW- The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>					
1	<ul style="list-style-type: none"> Know where we live (name and town, country) Name the names of the four countries that make up the UK and name the three main seas that surround the UK Know features of hot and cold places in the world 	<ul style="list-style-type: none"> Use appropriate physical themed vocabulary (e.g. river, hill, mountain, forest, beach) Know the hottest and coldest season in the UK Know and recognise the main weather symbols 	<ul style="list-style-type: none"> Use human themed vocab (e.g. town, house, city, farm, village) Recognise that life is different in different parts of both the UK and the world Know the difference between city, town, village 	<ul style="list-style-type: none"> Describe particular locations, using words such as <i>quiet, noisy, busy, built up etc</i> List two similarities and two differences between the UK and one other country 	<ul style="list-style-type: none"> Use a map to locate the UK and Preston/ Wingham Know the difference between North and South Know where the equator, North and South Pole are on a globe/map 	<ul style="list-style-type: none"> Recognise photographs and landmarks of the local area Take photographs of the local area and discuss them Use photographs, stories and first-hand accounts to learn what it is like to have lived elsewhere Know compass points N,S,E,W
2	<ul style="list-style-type: none"> Locate and name four countries and capitals of the UK Locate and name the seven continents and five oceans Compare UK to one other Non-European country (Kenya) 	<ul style="list-style-type: none"> Use a wider range of physical themed vocabulary (e.g. valley, vegetation, ocean) Describe and explain the weather 	<ul style="list-style-type: none"> Use wider range of human themed vocabulary to describe places and regions (e.g. port, harbor, factory, motorway, station) Explain some advantages and disadvantages of living in a city or village 	<ul style="list-style-type: none"> List two similarities and two differences between the UK and one non-European country Begin to suggest reasons for these differences in terms of their physical and human geography Express preferences about places 	<ul style="list-style-type: none"> Recognise and understand the four points of the compass and use this language to describe relative positions (e.g. Scotland is North of Preston/Wingham) Begin to use maps, atlases and globes to locate places 	<ul style="list-style-type: none"> Recognise and describe the local area Carry out local study and discuss findings (this could be human or physical & could be recorded with photos)
3	<ul style="list-style-type: none"> Name and locate cities, countries and regions of the UK. (History links settlements) Name and locate five European countries (France, Denmark, 	<ul style="list-style-type: none"> Describe climate zones, using language of the equator, north and south pole, desert, tropical, polar regions 	<ul style="list-style-type: none"> Describe at least three different types of land use (e.g. housing, farms, commercial) Begin to discuss the reasons why a 	<ul style="list-style-type: none"> Describe similarities and differences (both human and physical) between one European country and one in North/South America country 	<ul style="list-style-type: none"> Correctly use maps, atlases and globes to locate places being studied and describe their position Use the language of position and direction (e.g. 	<ul style="list-style-type: none"> Collect information through fieldwork, some of which should take place off site (e.g. making observations of rivers and lakes)

	<p>Norway, Sweden, Finland) and five in South America (Links with rainforest unit)</p> <ul style="list-style-type: none"> Compare UK to Europe and South America 	<ul style="list-style-type: none"> Describe climate zones and vegetation belts(e.g. rainforest) 	<p>particular place is suited to a particular use.</p>	<ul style="list-style-type: none"> Begin to recognize how the environment can change over time 	<p>compass, north, south, east & west)</p> <ul style="list-style-type: none"> Begin to have a sense of scale, recognizing how much further away some 	<ul style="list-style-type: none"> Record an observation in at least two different ways (e.g. sketches, using maps, graphs, photos and digital data)
Year	Locations	Physical themes	Human themes	Understanding places	Maps and atlas work	Fieldwork and investigations
4	<ul style="list-style-type: none"> Name and locate cities, countries and regions of the UK Identify human and physical characteristics of the UK Name and locate five European countries (<i>Route of Orient Express London-Paris-Strasbourg-Munich-Vienna-Budapest-Bucharest-Istanbul</i>) Know the names of a number of countries in South America 	<ul style="list-style-type: none"> Identify longitude, latitude, the equator and hemispheres Describe causes and effects of at least two natural disasters (e.g. volcanoes & earthquakes) 	<ul style="list-style-type: none"> Describe different types of land use and settlements using language such as urban, rural, arable, commercial, residential Identify reasons why land is used in particular ways and link this to physical features 	<ul style="list-style-type: none"> Describe similarities and differences between one European country and one North/South American country Understand interactions between physical and human geography 	<ul style="list-style-type: none"> Correctly use a range of maps, atlases and globes including Ordnance Survey maps of the local area to build up geographical knowledge Understand and use keys and symbols to read maps 	<ul style="list-style-type: none"> Draw information from a range of sources, including photos, video, maps, satellite images, and eye witness accounts Record observations in several different ways (maps, sketches, graphs, photos, and digital data)
5	<ul style="list-style-type: none"> Identify geographical regions of the UK and key topographical features (hills, rivers, etc) Name and locate at least six European countries and six in North/South America 	<ul style="list-style-type: none"> Describe climate zones and vegetation belts (e.g. savannah desert, rainforest, icecaps) Describe the water cycle using appropriate vocab (evaporation, rainfall, condensation etc) Recognise why the water cycle is vital for life on earth 	<ul style="list-style-type: none"> Describe key aspects of economic activity and trade links (as part of a country study) Discuss the impact of trade on life in a particular area (e.g. issues surrounding Fairtrade 	<ul style="list-style-type: none"> Describe similarities and differences between countries in Europe, North America and South America Understand the way that physical and human geography are related and change over time 	<ul style="list-style-type: none"> Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries Use the eight points of a compass to describe positions 	<ul style="list-style-type: none"> Record an observation in several ways (e.g. maps, sketches, graphs, photos and digital data) Present data from observations and begin to draw conclusions independently
6	<ul style="list-style-type: none"> Identify topographical features of the UK and begin to recognize how 	<ul style="list-style-type: none"> Describe key features of a wide range of physical features (e.g. rivers, mountains) 	<ul style="list-style-type: none"> Describe the key aspects of economic activity and trade links and recognize 	<ul style="list-style-type: none"> Describe the similarities and differences between several European, 	<ul style="list-style-type: none"> Correctly use maps, atlases and globes and recognize what these do 	<ul style="list-style-type: none"> Plan and carry out fieldwork to answer a given question

	<p>they have changed over time</p> <ul style="list-style-type: none"> • Name and locate at least seven European countries and seven in North /South America • Locate major cities and regions in these countries 	<ul style="list-style-type: none"> • Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc 	<p>similarities and differences in these across a range of countries/regions</p> <ul style="list-style-type: none"> • Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives 	<p>North American and South American countries</p> <ul style="list-style-type: none"> • Develop a deeper understanding of interactions between physical and human geography (e.g. the impact that humans are having on the planet and the long term consequences) 	<p>and don't tell you about life in a certain place</p> <ul style="list-style-type: none"> • Compare different map projections (particularly maps of the world) • Use four and six grid references to describe and share locations 	<ul style="list-style-type: none"> • Record observations using maps, sketches, graphs, photos, and digital data • Present data and conclusions in a range of ways including graphs, diagrams, extended writing, maps and presentations
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Respect Inclusive **Creative** **Hardworking**