

Geography Skills progression						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational And Place knowledge	<p>Use maps and a globe to identify the continents and oceans.</p> <p>Locate the continents</p> <p>Use simple compass directions (North, South, East and West).</p> <p>ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views.</p> <p>Draw and label pictures to show how places are different</p>	<p>Use maps and globes to locate the UK.</p> <p>Identify the 4 countries and label the capital cities.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting on European country.</p> <p>Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Express own views about a place, people and environment.</p> <p>Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Use maps to locate countries of Europe.</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn.</p> <p>Identify similarities and differences between a UK region and another in Europe. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify main trade and economy in European country and compare to region of the UK. Look at settlements, particularly in relation to the volcanoes –</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>Use and explain the term 'climate zone'.</p> <p>Identify the different climate zones.</p> <p>Discover the cause of global warming and research the implications.</p> <p>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 may exist in different parts of South America. Identify and mark on a map the different countries of South America.</p> <p>Identify the major cities and consider how they differ to other regions in the country.</p> <p>Compare and contrast two differing regions e.g. rich/poor</p> <p>Locate the mountain ranges, rivers and oceans.</p> <p>Consider how the location of these geographical features has shaped life. District.</p> <p>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc.</p> <p>Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p>	<p>Confidently use maps, globes and Google Earth.</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 largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p> <p>Use maps to locate features of the UK e.g. rivers, mountains, large cities.</p> <p>Explain and defend which are physical and which are human features.</p> <p>Label counties, cities, mountains and rivers.</p> <p>Study photographs and maps of 3 different locations in the UK.</p> <p>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 countries and cities in the world, the main mountain ranges and the longest rivers.</p> <p>Understand how these features may have changed over time.</p> <p>Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Locate the major cities of the world and draw conclusions as to their similarities and differences.</p> <p>Use maps to identify longitude and latitude.</p> <p>Study maps of the USA to identify environmental regions.</p> <p>Compare and contrast these regions.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Reflect on the importance and value of the tourism industry in these areas</p>
Human and physical Geography	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Verbalise and write about similarities and differences between the features of the two localities.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record Express opinions about the seasons and relate the changes</p>	<p>Use both maps and globes, identify the coldest places in the world.</p> <p>Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p>Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today?</p> <p>Relate land use and trade to settlements.</p>	<p>Produce own pictures and labeled diagrams.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p> <p>Study maps settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.</p> <p>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p> <p>Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.</p>	<p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</p> <p>Discover where food comes from.</p> <p>Discuss and debate fair trade.</p> <p>Investigate the facts and join in a reasoned discussion.</p> <p>Generate solutions and promote ethically sound trade.</p> <p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p>	<p>Describe and explain the processes that cause natural disasters.</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Study photographs, aerial photographs and maps of Modern pre war, post war and present day.</p> <p>Compare maps and aerial photographs.</p> <p>Make comparisons and reflect on the reasons for the differences.</p> <p>Draw conclusions and develop informed reasons for the changes.</p> <p>Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes.</p> <p>Look at maps on different scales and calculate scales on own maps.</p>

Fieldwork	Use simple fieldwork e.g. note taking, videoing, data collection, sketches, observations.	<p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the different types of plants. Children to make suggestions for the cause of the differences.</p> <p>Make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.</p>	Use locational language to describe the location of points on a map of the school/local area.	<p>Design questions and studies to conduct in the local area. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.</p> <p>Undertake surveys. Conduct investigations. Classify buildings. Use recognised symbols to mark out local areas of interest on own maps.</p> <p>Choose effective recording and presentation methods e.g. tables to collect data.</p> <p>Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</p>	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Pupil Outcomes	<p>Adult initiated Written: labeling, children's questions e.g speech bubbles</p> <p>Simple maps</p> <p>Labelling 3D maps using junk modelling</p> <p>Drawing</p> <p>Drama/role play</p> <p>ICT</p> <p>Photographic evidence</p> <p>Subject specific vocab</p> <p>Display</p>	<p>Drawings: diagrams with labels, speech bubbles</p> <p>Drama/role play</p> <p>ICT</p> <p>Photographic evidence</p> <p>Evidence of comparisons e.g role play interviews, written</p> <p>Label large maps, key</p> <p>graphs, sketches,</p> <p>Diagrams, pictures.</p> <p>3D maps creating a key</p> <p>Subject specific vocab</p>	<p>Drawings: diagrams with labels, speech bubbles</p> <p>Drama/role play</p> <p>ICT/ children taking photographs</p> <p>Photographic evidence</p> <p>Diagrams</p> <p>Drama/ role play</p> <p>Evidence of research, planning, questioning and conclusions</p> <p>Surveys graphs</p> <p>Subject specific vocab</p>	<p>Drawings: diagrams with labels, speech bubbles</p> <p>Tables/ graphs/</p> <p>Drama/role play ICT</p> <p>Photographic evidence</p> <p>Present information for different purposes based on the needs of the audience</p> <p>Evidence of research, planning, questioning and conclusions</p> <p>Subject specific vocab</p>	<p>Drawings: diagrams with labels, speech bubbles</p> <p>Surveys</p> <p>Drama/role play</p> <p>ICT Photographic evidence</p> <p>presents information for different purposes based on the needs of the audience</p> <p>Evidence of research, planning, questioning and conclusions</p> <p>Evidence of debate and discussions (written evidence of points of view)</p> <p>Subject specific vocab</p>	<p>Drawings: diagrams with labels, speech bubbles</p> <p>Surveys</p> <p>Drama/role play</p> <p>ICT Photographic evidence</p> <p>presents information for different purposes based on the needs of the audience</p> <p>Evidence of research, planning, questioning and conclusions</p> <p>Evidence of debate and discussions (written evidence of points of view)</p> <p>Make large maps calculating own scales</p> <p>Question the public and collate data</p> <p>Subject specific vocab</p>