

Geography Progression of Skills

Skills							
Locational Knowledge	<p>Speak about the classroom, outside area and the school.</p> <p>Name items that they see in their local area.</p> <p>Recognise items/places from stories that are in the local area</p>	<p>Know about the local area and name key landmarks, e.g. the nearest local green space.</p> <p>Recognise and name some continents and oceans on a globe or atlas</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Know about the local area, and name and locate key landmarks.</p> <p>Name and locate the seven continents and five oceans on a globe or atlas.</p>	<p>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>Relate continent, country, county, city/where you live.</p> <p>Locate the UK's major urban areas; locate some physical environments in the UK.</p>	<p>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>Locate and describe some human and physical characteristics of the UK</p>	<p>Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>Locate the UK's regions and major cities</p> <p>Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p>	<p>Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>Recognise broad land-use patterns of the UK.</p>

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Physical Geography	Speak about the weather outside 'in the moment'	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	Identify seasonal and daily weather patterns in the United Kingdom.	Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate geographical vocabulary.	Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.	Describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed.	Understand how climate and vegetation are connected in biomes , e.g. the tropical rainforest and the desert.
	Identify the weather in videos or stories etc.	Talk about the day-to-day weather and some of the features of the seasons in their locality	Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.	Use simple geographical vocabulary to describe significant physical features and talk about how they change.	Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.	Describe and understand a range of key physical processes and the resulting landscape features.	Describe what the climate of a region is like and how plants and animals are adapted to it.
	Name some key features e.g. sea	Show awareness that the weather may vary in different parts of the UK and in different parts of the world.	Recognise a natural environment and describe it using key vocabulary.		Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.	Understand how a mountain region was formed.	Understand how food production is influenced by climate.
		Talk about a natural environment, naming its features using some key vocabulary.	Make observations about, and describe the local area and its physical and human geography.		Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.		Understand that climate and vegetation are connected in an example of a biome , e.g. the tropical rainforest.
		Make observations about, and describe, the local area and the nearest local green space.	Describe the physical and human geography of a distant place.		Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.		Understand our food is grown in many different countries because of their climate.
		Name key human and physical features that surround the school.	Describe their locality and how it is different and similar to the distant place.				Understand that animals and plants are adapted to the climate.
		Describe an aspect of the physical and human geography of a distant place.					
		Show awareness of their locality and identify one or two ways it is different and similar to the distant place					

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Human Geography	<p>Name where they live and places that are familiar to them</p>	<p>Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</p>	<p>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.</p>	<p>Identify and sequence a range of settlement sizes from a village to a city.</p> <p>Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>Recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>Recognise the main land uses within urban areas and the key characteristics of rural areas.</p> <p>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas</p>	<p>Describe the characteristics of settlements with different functions, e.g. coastal towns.</p>	<p>Know and understand what life is like in cities and in villages.</p> <p>Describe different types of industry currently in the local area.</p>	<p>Know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>Understand that products we use are imported as well as locally produced.</p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from</p> <p>Know the journey of how one product gets into their home in detail.</p> <p>Describe some renewable and non-renewable energy sources.</p> <p>Know where some of our main natural resources come from.</p>
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Fieldwork – including map skills	<p>Make observations about animals and plants around them</p> <p>Draw pictures of animals and plants around them</p>	<p>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>Use aerial photos to identify features of a locality.</p> <p>Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.</p> <p>Locate some features of the school grounds on a basemap.</p> <p>Draw a simple map.</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p>Give direction instructions up to four compass points.</p> <p>Use a map to identify countries in Europe and/or North and South America</p> <p>Use large-scale maps outside</p> <p>The child can use digital maps to identify familiar places.</p> <p>Use a simple letter and number grid.</p> <p>Carry out fieldwork in the local area using appropriate techniques suggested</p> <p>Present information gathered in fieldwork using a simple graph.</p> <p>Make a simple sketch map</p>	<p>Give direction instructions up to eight compass points.</p> <p>Use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Use a map to locate some states of the USA</p> <p>Adeptly use large-scale maps outside.</p> <p>Use four-figure grid references.</p> <p>Make a map of a short route with features in the correct order and in the correct places.</p> <p>Make a simple scale plan of a room.</p> <p>Present information gathered in fieldwork using simple graphs.</p> <p>Use the zoom function of a digital map to locate places.</p> <p>In a group, carry out fieldwork in the local area selecting appropriate techniques.</p>	<p>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.</p> <p>Use an atlas to locate where they live in the UK and the UK's major urban areas</p> <p>Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>Use OS map symbols and atlas symbols.</p> <p>Use maps at different scales.</p> <p>Recognise that contours show height.</p>	<p>Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Use four-figure, and find six figure, grid references</p> <p>Describe height and slope from a map.</p> <p>Read and compare map scales.</p> <p>Make sketch maps of areas using symbols, a key and a scale.</p> <p>Use digital maps to investigate features of an area.</p> <p>Present information gathered in fieldwork using a range of graphs.</p> <p>Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p>
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