


Geography Skills Progression Map

	<p>By the end of Early Years:</p>	<p>By the end of Year 2 (KS1): Map it! Our School & City Focus country – China Comparison of urban and coast locality Map It! Our World, Our Country Where do we live? Where do we work? Focus country - Bangladesh</p>		<p>By the end of Year 4 (Lower KS2): Map it! Europe Rivers Mountains Map it! Around the world Volcanoes Roman London</p>		<p>By the end of Year 6 (Upper KS2): Map it! The UK Enough for Everyone South America Map it! The Americas Our Changing World Natural Disasters (Focus continent: Asia)</p>	
<p>Locational Knowledge</p>	<p>Understanding the World (People and Communities)</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>begin to recognise familiar places in their local area</p> <p>write an address appropriately</p> <p>identify daily weather patterns in the UK</p>	<p>use an atlas to locate the four countries of the UK, capital cities and other key places</p> <p>use an atlas to locate the seven continents of the world</p> <p>use an atlas to locate the five major oceans of the world</p>	<p>locate the Equator on a map and globe</p> <p>locate the Northern / Southern Hemisphere on a map and globe.</p> <p>find the North and South Poles on a globe or map</p> <p>identify lines of latitude/longitude on a map</p> <p>identify the Arctic/Antarctic Circle on a globe or map.</p> <p>identify the location of the Tropics of Cancer and Capricorn</p>	<p>locate Europe on a world map and find out about its features</p> <p>identify and locate countries in Europe</p> <p>identify the major capital cities of Europe</p>	<p>name and locate counties and cities of the United Kingdom/South America</p> <p>identifying their physical features, including mountains, and rivers, and land-use</p> <p>use an index to find a place name</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, border, county, key</p>	<p>use maps to locate the world's countries with a focus on the Americas</p> <p>understanding their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a</p>

				identify the location of the Prime Meridian			map
Place knowledge	Recognise some similarities and differences between life in this country and life in other countries.	make simple observations about the geography of the classroom and school compare my local area to a contrasting area	Describe where a country is in relation to other places in the world Explain aspects of life in a different country understand the significance of the Thames to the location of England's capital city	use key vocabulary accurately to demonstrate knowledge and understanding of topic identify differences between the UK and the tropics find the local time in another city using time differences	identify European countries according to their features compare two European capital cities explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe	understand geographical similarities and differences through the study of physical geography of regions of the United Kingdom describe geographical similarities and differences through the study of human/physical geography of a region of the United Kingdom and South America	compare geographical similarities and differences through the study of human/physical geography of a region of the United Kingdom, a region of Europe use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, etc.
Human & Physical Geography	Understanding the World (The World) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	ask simple geographical questions use aerial photographs to recognise basic human and physical features of area surrounding school	use aerial photographs to 'view from above' and recognise basic human and physical features of area studied describe human and physical features of another country and begin to give the location of some of these features	describe the physical geography of rivers understand the link between the physical geography and human geography of rivers/mountains	find out about the human and physical features of a European country recognise the key physical features of volcanoes and earthquake zones use key vocabulary to demonstrate knowledge and	investigate 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	describe how physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle impact human geography understand how human geography,

		<p>identify and describe the seasons</p> <p>locate hot and cold areas of the world</p> <p>locate the Equator and the North and South Poles</p> <p>identify similarities and difference amongst key physical and human features in surrounding area & explain what makes a locality special</p>	<p>identify features of national parks and game reserves</p> <p>explain the importance of tourism to other countries based on their physical/human geography</p>	<p>describe why certain areas appealed to settlers</p> <p>compare the human and physical geography of the UK to a contrasting location</p>	<p>understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, climate, Tropics</p> <p>describe how volcanoes have an impact on people's lives</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, etc.</p>	<p>including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources is related to physical geography</p>
<p>Geographical Skills & Fieldwork</p>		<p>use directional vocabulary to find places in school</p> <p>follow simple instructions to locate places in school</p> <p>use maps and plan a route</p> <p>use simple compass directions (NESW)</p> <p>use simple fieldwork skills to study the geography of the school</p>	<p>name different types of maps and explain some key features of maps</p> <p>identify map symbols</p> <p>use compass directions accurately</p> <p>devise a simple map and use a key for my symbols</p> <p>Use digital technology to observe & record findings</p> <p>Observe and make sketches</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use symbols and keys to identify rivers and mountains in the UK and in the wider world</p> <p>use fieldwork to observe and present the human and physical features in the</p>	<p>use maps, atlases, globes and digital/computer mapping to locate earthquake zones and active volcanoes</p> <p>use key vocabulary to demonstrate knowledge and understanding when using maps and atlases</p> <p>use fieldwork to observe and present the human and physical features in the</p>	<p>use maps, atlases, globes and digital/computer mapping to locate counties/cities and describe features</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the</p>	<p>collect data using maps, atlases, globes and digital/computer mapping to locate countries and describe features including changes over time</p> <p>analyse fieldwork to measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>

				local area (River Thames)	local area using sketch maps, plans and digital technologies	United Kingdom and the wider world use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies	use key vocabulary effectively to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude
How to communicate information	Draw information from a simple map	<p>asking questions</p> <p>answering questions</p> <p>talking about the school / weather/ local area</p> <p>drawing simple maps with a simple key</p>	<p>ask geographical questions – Where is it? What is this place like? How near/far is it?</p> <p>begin to give reasoning that answers these questions</p> <p>Use digital technology to observe & record findings</p> <p>Observe and make sketches</p>	<p>ask geographical questions- Why settle near a river? What are the most important rivers/ mountains in the world? Why? What is the nearest mountain to us? begin to answer these questions based on research</p>	<p>comparison through a Venn diagram, fact file or writing task.</p> <p>non-chronological writing opportunity- What is a volcano? Earthquake?</p> <p>accurately measure and collect information (e.g. traffic survey)</p> <p>use observations of the local area to collect data</p> <p>Make accurate notes</p>	<p>compare land use over time using digital technologies</p> <p>discuss or write: Is there enough for everyone?</p> <p>discussion text- How can we prevent the overuse of the rainforests?</p>	<p>collect data and present in an efficient manner</p> <p>analyse data to form conclusions regarding 'Our Changing World'</p> <p>problem solve- How can we protect our physical geography for future generations?</p>