

Geography Skills Progression Map

	By the end of Early Years:	Year 1	Year 2	Year 3 Map it!- Around the world Rivers Mountains	Year 4 Map it! – Europe Volcanoes and Earthquakes Roman	Year 5 Map it!- The UK Enough for Everyone South America	Year 6 Map it! -Americas Our Changing World Europe
Locational Knowledge	<p>Understanding the World (People and Communities)</p> <p>know about similarities and differences between themselves and others, and among families, communities and traditions.</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 map</p>

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

	<p>how environments might vary from one another</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>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>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 local area (River Thames)</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 United Kingdom and the wider world</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> <p>use key vocabulary</p>

					local area using sketch maps, plans and digital technologies	use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies	effectively to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude
How to communicate information		<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>