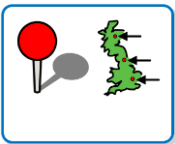


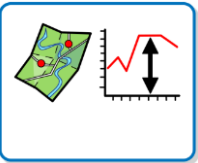
Progression of Skills in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge <u>Understanding the World</u> <u>People, Culture and Communities ELG</u> 	As a geographer, we will: • People Culture and Communities ELG Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps • Know some similarities and differences between different communities in this country, drawing on their experiences	As geographer, we will: • Name and locate the four countries making up the British Isles, with their capital cities. • Name the surrounding seas of the United Kingdom. • Talk about the main features of each of the four countries (flag/food/landmarks) that make up the United Kingdom.	As geographer, we will: • Locate and name the continents on a World Map. • Locate and label the five oceans.	As geographer, we will: • Name and locate some countries of Europe, including Greece • Share our own views about locations around Europe	As geographer, we will: • Explain my own views about locations, giving reasons • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones	As geographer, we will: • Name and locate the countries of South and Central America? • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including	As geographer, we will: • Know and can locate the world's countries, using maps to focus on Europe. • Concentrate on the environmental regions, key physical and human characteristics, countries, and major cities. • Discuss the events happening in the world that are having an impact on lives- global warning,

	and what has been read in class.					day and night).	disasters, war etc. Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Place knowledge <u>Understanding the World</u> <u>People, Culture and Communities</u> <u>ELG</u> 	As a Geographer, we will: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –	As a Geographer, we will: - Recognise similarities and differences of geographical features in my own immediate environment- Egerton. - Talk about people and places within	As a Geographer, we will: - Compare Egerton with a contrasting place in the UK- Blackpool. - I can compare Egerton with a contrasting city in a different country- Kenya.	As a Geographer, we will: Compare geographical regions of Greece and their identifying human and physical characteristics , including hills, mountains, cities, rivers, key	As a Geographer, we will: Understand the geographical similarities and differences through the study of human and physical geography of a region of the United	As a Geographer, we will: Understand the geographical similarities and differences through the study of human and physical geography of a region of the rainforests.	As a Geographer, we will: - Explain and discuss a range of reasons for geographical similarities and differences between countries. - Explain how locations around the world are

	when appropriate – maps.	my local environment. • Name the surrounding seas of the United Kingdom. • Talk about the main features of each of the four countries (flag/food/landmarks) that make up the United Kingdom.	• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	topographical features and land-use. • Identify the main physical and human characteristics of the countries of Europe, focusing on Greece. • Describe geographical similarities and differences between a region in the United Kingdom and one in Greece.	Kingdom, Whitby. • Understand geographical similarities and differences through the study of human and physical geography of the Antarctica and Arctic Circle.	• Understand geographical similarities and differences through the study of human and physical geography of a region in North America.	changing and explain some of the reasons for change. • Describe geographical diversity across the world.
--	--------------------------	--	---	--	---	--	---

Humans and physical geography <u>Understanding the World</u> <u>People, Culture and Communities</u> <u>ELG</u> 	As a Geographer, we will: • Know and understand use simple language to describe the physical and human features of the local environment. • Use the vocabulary needed to name specific features of the world, both natural and made by people.	As a Geographer, we will: • 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.	As a Geographer, we will: • Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	As a Geographer, we will: • Be able to explain about weather conditions/ patterns around the UK and parts of Europe. • Identify physical and human features of the locality including key topographical features (including hills, mountains, coasts, rivers) and land patterns.	As a Geographer, we will: • Be able to describe human features of UK regions, cities and/or counties. • Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. • Describe how people have been affected by changes in the environment. • Explore weather patterns around parts of the world.	As a Geographer, we will: • Understand weather patterns around the world and relate these to climate zones. • Know how rivers erode, transport and deposit materials. • Understand how humans affect the environment over time. • Know about changes to world environments over time. • Understand why people seek to manage and sustain their environment. • Understand trade between UK and Europe	As a Geographer, we will: • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Know about the physical features of coasts and begin to understand erosion and deposition. • Describe and understand key aspects of human geography, including: types of settlement and land use,
--	--	---	--	--	--	--	--

						and ROW Fair/unfair distribution of resources (Fairtrade).	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geographical Skills and fieldwork <u>Understanding the World</u> <u>People, Culture and Communities ELG</u> 	As a Geographer, we will: • Know how to begin to use directional language (left, right, near, far). • Know how to explore maps and globes and understand what they are for. • Know how to begin to use directional language (left, right, near, far).	As a Geographer, we will: • Use world maps, atlases and globes to identify the United Kingdom and its countries • Use simple compass directions (North, South, East and West) and locational	As a Geographer, we will: • Use world maps, atlases and globes to identify the continents and oceans • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct	As a Geographer, we will: • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Use the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic	As a Geographer, we will: • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Use the eight points of a compass, four-figure grid references.	As a Geographer, we will: • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Use the eight points of a compass, four-figure grid references,	As a Geographer, we will: • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Extend to 6 figure grid references with teaching of latitude and longitude in depth.

	• Know how to investigate and explore the local school environment. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	basic symbols in a key.	symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe 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.	• 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.	symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the North America and South America in the past and present. • 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	• Expand map skills to include non-UK countries. • 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.
--	--	---	--------------------------------	---	---	--	---