



Geography– Progression of Skills 2021 22

KS1 Year 1 Year 2	LKS2 Year 3 Year 4	UKS2 Year 5 Year 6			
Y1, Autumn 1, - Farm Life Y1, Summer 2 – Weather Y2, Autumn 1 – Indian Faith and Culture Y2, Autumn 2 – Frozen Y2, Spring – Africa is a Continent Y2, Summer – Seaside	Y3, Autumn 1 – Rainforests Y3, Autumn 2 – Mayans Y3, Spring – Ancient Egyptians Y4, Autumn 1 Roman Britain Y4, Autumn 2 – Antarctica Y4, Spring – Invasion Y4, Summer 1 – Local Area Study	Y5, Autumn 1 – Japan Y5, Autumn 2 – Solution Revolution Spring – Ancient Greece Summer 1 – Contradictions and Extremes Y5, Summer 2 – Garbage to Gold Y6, Autumn 2 – France: Friend or Foe? Y6, Summer 1 – We are Geographers			
Early learning goals Draw information from a simple map Know that there are different countries in the world and recognise some similarities and differences between life in this country and life in other countries Describe what they see, feel and hear whilst outside Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge					
Begin to name and locate the four countries and capital cities of the UK and its surrounding seas.	Name and locate the world’s seven continents and five oceans Name and locate the four countries of the	Name and locate at least 10 of the world’s countries using maps, globes and digital/computer mapping with	Name and locate at least 6 countries in Europe, concentrating on their environmental regions, key physical land and human characteristics	Name and locate at least 4 countries in Asia and at least 4 countries in South America, using maps, globes and digital computing Name and locate significant	Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental

<p>Begin to identify some characteristics of these countries</p> <p>Begin to name and locate some of the world's seven continents</p>	<p>UK, their capital cities and distinguishing characteristics</p>	<p>emphasis on the countries studied in or around rainforest regions across the world</p> <p>Examine some of their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position of the:</p> <ul style="list-style-type: none"> • Equator • Northern and Southern hemisphere, • Arctic and • Antarctic Circles. 	<p>and major cities</p> <p>Name and locate at least 6 cities (other than capital cities) of the United Kingdom and, their geographical regions/physical characteristics</p> <p>Begin to consider how land was used, recognising how cities and land use changed over time.</p> <ul style="list-style-type: none"> • Identify the position of the: Equator • Northern Hemisphere • Southern Hemisphere • Arctic and Antarctic Circle • Prime/Greenwich Meridian <p>Begin to understand the significance of daylight hours and its effect</p>	<p>bodies of water associated with the context of the thematic teaching</p> <p>Examine environmental regions, key physical and human characteristics and major cities</p> <p>Identify the position of at least 5 of the following:</p> <ul style="list-style-type: none"> • Equator • Northern Hemisphere • Southern Hemisphere • Tropics of Cancer and Capricorn • Arctic and Antarctic Circles • Prime/Greenwich Meridian 	<p>regions, key physical and human characteristics, countries and major cities</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time</p>
<p>Place knowledge</p>					
<p>Study the human and physical geography of a small area of the UK</p>	<p>Compare and contrast similarities and differences in physical and human geography of a small area of the</p>	<p>Study the human and physical geography of a region in South America to allow for similarities and</p>	<p>Study the human and physical geography or a region of the United Kingdom (London) to allow for similarities and</p>	<p>Study the physical geography of a region in Europe to allow for similarities and differences to be identified with a region of Britain and in</p>	<p>.</p>

	UK (Eltham) and an area of a similar type (i.e., small urban) from a contrasting non-European country	differences to be identified in the areas of human and physical geography with a region in a European country and/or with Britain at a future point	differences to be identified in the areas of human and physical geography with a region in a European country (France in Y6, Greece in Y5) and within North or South America (Brazil and Paraguay in Y5)	North or South America	
Human and Physical Geography					
Use basic geographical vocabulary to refer to key physical features including: forest, hill, mountain, sea, soil, valley, vegetation, season and weather Use basic human geographical vocabulary to refer to: village, farm, town Begin to identify seasonal and daily weather patterns in the UK	Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, sea and ocean Use basic geographical vocabulary to refer to key human features including: city, town, factory, house, office, port, harbour and shop Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Begin to describe and understand key aspects of physical geography including climate zones, vegetation belts and rivers Begin to describe and understand human geography including types of settlement and land use, economic activity and the distribution of natural resources	Whilst studying history, children can describe and understand aspects of human geography including types of settlement and land use and the distribution of natural resources Consider how humans interact with the world and the impact on the environment (in the context of climate change)	Describe and understand key aspects of physical geography including rivers, volcanoes and the water cycle Explore how water affects the environment, settlement and, environmental change Begin to understand the describe how physical geography impacts human geography Begin to explore the concept of sustainability and interdependence, considering the effect of the actions of people on living things and the environment now and in the longer term	Describe and understand key aspects of physical geography including rivers and mountains Understand and describe how physical geography impacts human geography over time Describe the economic activity associated with rivers and ports in the UK overtime Begin to understand how the distribution of natural resources help fashion a countries economic development

Map skills					
<p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use and follow directional language such as left, right, forward and backwards, up and down</p> <p>Use photographs and maps to identify features</p> <p>Begin to use simple compass directions (North, South, East and West)</p> <p>Begin to use maps to locate the four countries and capital cities of the UK and its surrounding seas</p>	<p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical geography</p> <p>Use world maps to identify the UK in its position in the world</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from an aerial photograph)</p> <p>Use and construct basic symbols in a key</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Locate on a glob and world map the hot and cold areas of the world including the Equator and the North and South Poles</p>	<p>Begin to use 4 figure compasses and letter/number coordinates to identify features on a map</p> <p>Locate places on a range of maps (a variety of scales)</p> <p>Name and locate countries (as before) in North/South America</p> <p>Use standard symbols and understand the importance of a key when map making</p>	<p>Use 4 figure compasses and letter/number coordinates to identify features on a map</p> <p>Follow a rout on a map</p> <p>Begin to match boundaries (e.g., find same boundary of a country on a different scale map or age of map)</p> <p>Identify features using aerial photos, digital or computer-generated maps</p> <p>Begin to use 4 figure grid references to identify features on a map</p> <p>Locate Europe on a large-scale map or globe</p> <p>Name and locate some countries and cities (as before) of the UK</p> <p>Recognise and use OS symbols, including completion of a key and understand why it is important</p>	<p>Begin to use atlases to find out information (e.g. temperature)</p> <p>Begin to use 8 figure compasses and 6 figure grid references</p> <p>Use lines of longitude and latitude on maps</p> <p>Find and recognize places on maps of different scales</p>	<p>Compare maps with aerial photographs</p> <p>Use and recognize map symbols</p> <p>Follow a short route on an OS map</p> <p>Use 8 figure compass and 6 figure grid references accurately</p> <p>Locate the world's countries on a variety of maps, particularly those studied within key stage</p> <p>Interpret different scales to take meaning from maps</p>
Fieldwork					
<p>Ask and respond to geographical questions</p>	<p><u>Carry out a small survey of the local area/school.</u></p>	<p>Begin to ask geographical questions</p>	<p>Ask geographical questions</p> <p>Record findings/data</p>		<p>Locate position of a photo on a map</p> <p>Use photographic</p>

<p>Add labels onto a sketch map, map or photography of features</p> <p><u>Draw simple features in a familiar environment.</u></p> <p><u>Use basic observational skills about surroundings.</u></p> <p><u>Draw basic maps including appropriate symbols and pictures to represent places or features.</u></p>	<p><u>Identify human and physical features of the same, recording what has been seen and heard.</u></p>	<p>Consider how photos provide useful evidence</p>	<p>from field trips</p> <p>Draw conclusions from data</p> <p>Draw an annotated sketch from observation including descriptive/explanatory labels</p> <p>Choose effective recording and presentation methods</p>		<p>evidence in investigations</p> <p>Use sketches as evidence in an investigation</p> <p><u>Select appropriate methods for data collection.</u></p> <p><u>Use graphs to display data collected.</u></p> <p><u>Draw plans of increasing complexity.</u></p> <p><u>Annotate sketches to describe and explain geographical processes and patterns.</u></p>
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Actions arising from Geography re progress mapping Consider a permanent WONDER day?					
<p>Farm See KO feedback Please ensure farm work is set in the context of the UK (see progress statements) Any opportunity to show expose chn to map of UK and 4 countries within (with capital cities!) we need to take.</p> <p>In 'place knowledge' there is a progress statement that says 'study the human and physical geography of a small area of the UK' I'm not clear where this is done or which area we study. Is it Eltham? Or a small rural area linked to farming? This needs to be more explicit.</p> <p>BEGIN TO NAME AND LOCATE SOME OF THE WORLD'S</p>	<p>India L2 re plan based on parental feedback Rama/Sita lesson to be reworked based on DT updates</p> <p>Seaside Exploit this unit to hit the objective 'name and locate the four countries of the UK, their capital cities and distinguishing characteristics first met in Y1</p> <p>FEILDWORK/MAPWORK</p> <p>CARRY OUT SMALL SURVEY OF THE LOCAL AREA/SCHOOL ID HUMAN AND PHYSICAL FEATURES OF SAME RECORD WHAT HAS BEEN SEEN AND HEARD</p>	<p>Rainforests Not clear from planning if KO feedback was responded to in respect to lesson 2 (animals and layers)? This was intended to strengthen coverage in human and physical geography and map work (use of 4 digit grid refs/coordinates) This is an essential swop</p> <p>Ancient Egypt See KO feedback as there are quite a few changes needed. In Nile lesson, try to revisit veg belts/climate zones met in Rainforests</p>	<p>Romans L2 Ensure globes and large scale maps are used Ensure 'Roman' map of UK is compared to present day map. In fact, possibly begin block with present day UK map drawing out coast, 4 countries, cities, key characteristics. Would this have been the same 2500 years ago?</p> <p>Local Area Study Ensure all Wonder day planning from 2019 20 is incorporated into unit CURRENTLY THE ONLY PLACE WE DO ANY FIELD WORK SO PLEASE DON'T LET IT GET SQUEEZED OUT!</p>	<p>Japan L1 allows for other LOs to be covered e.g. challenging stereotypes (equality/diversity) consider how to draw this out OR Consider changing this lesson and start with a revisit of all locational knowledge they should have acquired to this point in their school life, calling on prior knowledge Consider adding later quizzes</p> <p>Solution Revolution Just double check inputs Make sure human and geography progress targets are explicitly provided for e.g. types of settlements/land use</p> <p>Ancient Greece Consider developing place knowledge coverage Maybe</p>	<p>FIELDWORK/ MAPWORK</p> <p>SELECT APPROPRIATE METHODS FOR DATA COLLECTION USE GRAPHS TO DISPLAY DATA COLLECTED</p> <p>DRAW PL ANS OF INCREASING COMPLEXITY</p> <p>ANNOTATE SKEKTCHES TO DESCRIBE AND EXPLAIN GEOGRAPHICAL PROCESSES AND PATTERNS</p>

<p>CONTINENTS</p> <p>DRAW SIMPLE FEATURES IN A FAMILIAR ENVIRONMENT USE BASIC OBSERVATIONAL SKILLS ABOUT SURROUNDINGS</p> <p>DRAW BASIC MAPS INCLUDING APPROPRIATE SYMBOLS AND PICTURES TO REPRESENT PLACES OR FEATURES</p>				<p>examine/compare more rural area of Greece with a more rural area of UK to find consistencies and differences and explore connections to human and physical geography if possible e.g. settlements/trade</p> <p>A revisit of 6 fig grid refs would work here as it's a VERY hard to teach and retain.</p>	
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