

Progression of Skills in Geography

The document below has been designed to show how we will cover all of the relevant Geography knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their class's termly topic.



Year Group	Skills		Knowledge		
	Geographical Skills and Fieldwork	Geographical Enquiry and Skills	Locational Knowledge	Place Knowledge	Human and Physical Geography
EYFS	<ul style="list-style-type: none"> Talk about maps Begin to talk about directions Follow instructions involving prepositions (above, on, behind etc.) Use prepositions in own talk 	<ul style="list-style-type: none"> Begin to ask geographical questions (where?) Talk about places which are of personal interest Begin to use some geographical vocabulary Make simple representations of familiar places (own house, school etc.) 	<ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> Know about similarities & differences in relation to places, objects, materials and living things. 	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1 (Years 1-2)	<ul style="list-style-type: none"> • Draw a simple map. • Understand what our classroom looks like. • Understand the route that we take to school. • Begin to recognise map symbols. • Use a map to visit a local tourist destination (Marazion Marsh/The Minack/Sennen Beach). • Use a map to follow a walking route. 	<ul style="list-style-type: none"> • Ask some relevant geographical questions [i.e. 'What is it like to live in this place?'] • Begin to observe and record [i.e. identify buildings in street and complete a chart] • Begin to express own views about people, places and environments [i.e. about litter in the school] • Begin to communicate in different ways including through numerical and quantitative skills, maps and pictures. • Begin to communicate understanding through writing • Use some relevant geographical vocabulary [i.e. hill, motorway, near, far, north, south] • Begin to use fieldwork skills [i.e. recording info on a school plan or local area map] • Begin to use globes, maps and plans [i.e. following a route on a map] • Use secondary sources of information with support [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] • Begin to make maps and plans [i.e. a pictorial map of a place in a story] 	<ul style="list-style-type: none"> • Understand where I live in the local area. • Locate our school in our local area. • Understand what weather forecasts show. • Understand what a cold area of the world is like. • Name the countries of the UK. • Understand what an 'aerial view' shows. • Identify key features of the countries of the UK. • Name capital cities of the UK. • Understand where China/Brazil is in the world. 	<ul style="list-style-type: none"> • Understand the differences between a town and the countryside. • Compare two capital cities. • Compare what life is like in different cities (compare to a UK city). • Understand where China/Brazil is in the world. • Understand what life is like for people in China/Brazil. • Compare schools in China/Brazil to schools in the UK. • Understand what Chinese/Brazilian culture is like. • Understand the different types of farming in China/Brazil • Compare our lives to a child's life from China/Brazil. 	<ul style="list-style-type: none"> • Understand what the weather is like in our country. • Understand the different seasons in a year. • Understand the dangers of weather. • Understand what hot and cold countries are like. • Understand what a National Park is. • Understand some of the main animals which live in China/Brazil. • Use a map to find a city • Use keywords to describe urban locations. • Describe a city in the UK (Plymouth). • Use a map to locate the main British islands. • Understand the differences between hot and cold islands across the world.
Year Group	Skills		Knowledge		
	Geographical Skills and Fieldwork	Geographical Enquiry and Skills	Locational Knowledge	Place Knowledge	Human and Physical Geography

<p>LKS2 (Years 3-4)</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • Learn the eight points of a compass, four-figure grid references. • 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. 	<ul style="list-style-type: none"> • Ask geographical questions [i.e. 'What is it like to live in this place?'] • Observe and record [i.e. identify buildings in street and complete a chart] • Express their own views about people, places and environments [i.e. about litter in the school] • Communicate in different ways including through numerical/quantitative skills, maps and pictures. • Communicate understanding through writing • Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] • Use fieldwork skills [i.e. recording info on a school plan or local area map] • Use globes, maps, plans [i.e. following a route on map] • Use secondary sources of information [i.e. internet, pictures, photographs, stories, information texts, videos, artefacts] • Make maps and plans [i.e. a pictorial map of a place in a story]. 	<ul style="list-style-type: none"> • Within the UK: Name and locate the countries and cities of the UK. Name and locate the main rivers and seas of the UK. Name and locate areas of high ground in the UK. Describe how the UK has changed over time. (including a city focus) Describe the difference between the UK, British Isles and Great Britain • Locate and name continents on a world map • Locate the main countries of Europe including Russia and their capital cities • Identify capital cities of Europe. • Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. • Identify areas of the world containing rainforests. • Describe the key aspects of a tropical climate. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • Explain the position and significance of the Equator, Northern/Southern Hemispheres. • Identify lines of latitude and longitude. • Describe the key features of the polar regions and compare them to UK. • Compare the climates of the Tropics with the UK climate. • Explain the position and significance of the Prime Meridian. • Explain the position and significance of time zones. • Identify Sheffield and its major features. • On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (biomes). 	<ul style="list-style-type: none"> • Compare a tropical rainforest to a UK temperate forest (e.g. Sherwood Forest/Cabilla). • Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks. • Compare the physical geography of Sheffield with Penzance • Compare land use in Sheffield with Penzance. • Compare the human geography of Sheffield with Penzance. • Create a travel guide. • Compare the physical and human features of Sheffield with those of my local area. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	<ul style="list-style-type: none"> • Describe what geographical features are found underground. • Explain how volcanoes are formed. • Explain how volcanoes affect people's lives. • Explain what causes earthquakes and how they are measured. (Ring of fire) • Explain what causes tsunamis and how they affect people. • Explain what causes tornadoes and the effects they have. • Describe the features of the rainforest layers. • Describe the animals and plants living in the rainforest. • Explain the effects humans are having on the rainforests. • Study trade links • Explain why settlements develop in certain locations. • Explain why settlements develop in certain locations and to identify my own needs.(Link to Early Britain in History) • Compare land use in different settlements. • Create a map of a settlement. • Describe Types of settlements in modern Britain: villages, towns, cities • Describe and understand: climate zones, biomes and vegetation belts
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<p>UKS2 (Years 5-6)</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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. • Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied • Extend to 6 figure grid references with teaching of latitude and longitude in depth. • 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. E.g. noting features of a river 	<ul style="list-style-type: none"> • Ask specific geographical questions [i.e. 'What is it like to live in this place?'] • Observe and record [i.e. identify buildings in street and complete a chart] • Express their own views (and justify these) about people, places and environments [i.e. about litter in the school] • Communicate in a range of different ways including through numerical/quantitative skills, maps and pictures. • Communicate understanding through writing at length. • Use geographical vocabulary in a range of contexts [i.e. hill, motorway, near, far, north, south] • Use fieldwork skills confidently [i.e. recording info on a school plan or local area map] • Use globes, maps, plans at a range of scales [i.e. following a route on map] • Use secondary sources of information confidently [i.e. internet, pictures, photographs, stories, information texts, videos, artefacts] • Make precise, in-depth maps and plans [i.e. a pictorial map of a place in a story]. • -To explain the impact of Spanish influence on the UK. 	<ul style="list-style-type: none"> • Explain how electricity is generated and distributed (Sellafeld). • Identify the main countries and capital cities of Western Europe, North and South America. • Compare regions of the UK. (Rural/Urban) • Locate and name main counties in England • Compare land use of UK from past with the present • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day • • Explain the process of the water cycle. • Locate the key rivers of the UK and the World. • Identify the countries and capital cities of North and South America. • Understand how coastal features are formed. • Identify coastal features of the UK and how they have changed. • Explain how borders (UK/European) have changed over time. • On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.. • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. 	<ul style="list-style-type: none"> • Compare the features of Western European landscapes with our own area. • Compare the climate of Western European regions with that of our own area. • Compare the human geography of Western European regions with that of our own area. • Present information about one area of western Europe – Greece • • Identify, compare and contrast North and South America. • Compare the climate of North American regions with that of our own area. • Compare the human geography of North American regions with that of our own area. Understand some reasons for similarities and differences • Plan a trip to... e.g. North America • Create a travel guide 	<ul style="list-style-type: none"> • Explain what settlers need. • Explain renewable sources of electricity. • Explain where our food comes from (food miles). Link with local Fair Trade agenda. • Understand the importance of conserving food, water and energy supplies. • Understand that access to natural resources varies in different countries. • • Describe the key features of a river system. • Explain how erosion and deposition works in rivers. • Describe the ways rivers are used. • Explain the impact of damming rivers (holding back floods). • Explain how water and weather can change the landscape. • Explain how and why landscapes change over time. • Predict how physical and human factors might change the landscape in the future. • Describe distribution of natural resources (fairtrade link) • Eco power and the future of energy
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