

## PROGRESSIONS OF SKILLS AND KNOWLEDGE

### Geography

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Key Vocabulary</u></b>	Weather Season Map Land Water	Near, far Left, right Road Town Village Country Capital City	Continent Ocean Globe Atlas Sea North, South, East, West Compass Landmark Equator Human/Physical features North/South pole United Kingdom	Mountain Volcano Coast Population Temperature Location Industry Floodplain Urban Rural Key on map	World Country Europe Region Climate Earthquake	City Trade links Settlement Economic Natural resource Environment Energy	Hill River Lake Stream Water cycle Time zone Climate zone Latitude Longitude Northern/Southern Hemisphere Tropics
<b><u>Key Questions</u></b>	What does it feel like? What can you see?	What is it like to live in this place? How is it the same/different?	What is land? What is a continent? What is an ocean? What is a landmark? What is a human/physical feature?	Why is it like this? How is it changing? What are the features of a map What makes an urban/rural location? What did early settlers look for when finding somewhere to settle, what do people look for now when relocating in UK?	How are they similar? How are they different? What is a region? What is a climate zone?	How can we protect the environment? What is an energy source? What is a settlement? What are trade links?	What is a settlement? What is a city, region, country, continent? What are the main parts of a river?
<b><u>Skills</u></b>	Is able to draw information from a simple map Describes what they can hear/see/feel	Use observation skills to study the geography of the school Use simple maps of the local area	Use four points of a compass Devise a simple map and construct simple symbols in a key	Describe the landscape Make comparisons between locations Make detailed sketches/diagrams Use fieldwork instruments, eg: camera, rain gauge Use 6 points of a compass	Describe human features of UK regions Understand the effect of landscape features Explain key natural resources Explore weather patterns globally	Compare a region in the UK to North America Understand why people seek to maintain and sustain their environment Know about environment changes over time Understand how	Use maps, atlases, globes and computer mapping to locate countries and describe features Use eight point compass, four and six grid references, symbols and key Observe, measure record and

## PROGRESSIONS OF SKILLS AND KNOWLEDGE

### Geography

						humans effect the environment	present human features of a locality. Know the main parts of a river.
<b><u>Knowledge</u></b>	Describe own immediate environment Recognises differences between life in this country and other countries Understands the effects of the changing seasons	Identify seasonal and daily weather patterns Understand that places are linked, eg: by roads Suggest ways to improve school environment Name and locate the countries of the UK Name capital cities of UK countries	Name and identify seven continents and five oceans Name and locate the countries of the UK Name capital cities of UK countries Use basic geographical vocabulary to refer to key features Recognise landmarks	Name and locate cities of the UK Explain about weather conditions/patterns in the UK and parts of Europe Recognise similarities and differences between places	Identify where countries in Europe are located Recognise that people have different qualities of life Trade links (Vikings) Water Cycle Climate Change	Identify and describe the Prime/Greenwich time zones Recognise the different shapes of countries Know about the wider context of places: county, region, country	Locate the world's countries in the continents Name and locate counties and cities of the UK Describe and understand settlements and land use. Describe the main parts of a river.
<b><u>Vocabulary</u></b>	Countries studied: Nigeria, Brazil, India, Mexico, Italy, China, UK, Germany	England, Scotland, Wales, Northern Ireland; London, Edinburgh, Cardiff, Belfast River, mountain, Seas around UK: North Sea, English Channel, Irish Sea, Atlantic Ocean	River, mountain, hill, village, town, key, symbol, river, lake, valley, vegetation, route.	Key, compass, urban, rural, landscape, compare	Precipitation, evaporation, condensation, runoff, 5 Rs: Reuse, Refuse, Recycle, Rot, Reduce ozone; Greenhouse effect, carbon dioxide, renewable, gas, fossil fuel, sustainability	Continent, Country, Area, Region, County, Climate zone, Climate pattern, Biome, Vegetation belt, Human geography, Physical geography, Geographical features, Capital city, Time zones, Compare, Similarities, Differences	City, settlement, county, region, country, terrain, climate, land use, population, natural resources, time zones, longitude, latitude, GMT, BST, globalisation, river, locate, source, mouth, meander, tributary, delta, upper/middle/lower course, estuary, silt, channel, water cycle.
<b><u>Literacy links</u></b>	Autumn non-fiction book as text of the week	Creating story maps; Labelling where we live on a	Comparative language Landmark references	Comparison of location between Charlie Bucket and Fantastic Mr.	Persuasive letter Environment protection Is Recycling	Explanation texts (Summer piece 1) Discussion texts	Description of river and water cycle in an explanation text.

## PROGRESSIONS OF SKILLS AND KNOWLEDGE

### Geography

		simple map of Steeple Morden; Labelling Countries; Writing a UK Fact File;		fox, urban/rural. I Setting for Egyptian myth Why did the ancient Egyptian settle near the Nile? How was the Nile used? Non-chronological report. Why settle hear? Non-chronological report.	important?	(Summer piece 2)	
<b><u>Grammar links</u></b>	Capital letters for country names Sentence writing for facts	Using sentences – Capital letter, finger spaces, full stops; Capital letter for names of places	Prepositions	Notes into sentences Paragraphing Technical language in sentences Heading Sub heading paragraphing	Noun phrases Use of paragraphs to organize ideas around a theme Persuasive language	Pair of brackets/dashes/ commas to indicate parenthesis Linking ideas across and within paragraphs	Formal voice, present tense, third person, temporal and casual conjunctions, diagram to add information. Paragraphing, structural features (sub-heading, columns, bullet points, colon, semi-colon, dashes, third person, present tense, technical vocabulary, planning structure, note-taking, embedded clauses and relative clauses, use of commas

## **PROGRESSIONS OF SKILLS AND KNOWLEDGE**

### **Geography**

#### **National Curriculum Expectations:**

##### **EYFS:**

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

##### **Key Stage One:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ♣ Name and locate the world's seven continents and five oceans
- ♣ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- ♣ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- ♣ 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
- ♣ 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 Geographical skills and fieldwork
- ♣ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ♣ Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- ♣ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ 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.

##### **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ♣ Locate the world's countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

## **PROGRESSIONS OF SKILLS AND KNOWLEDGE**

### **Geography**

- ♣ name and locate counties and cities of the United Kingdom, 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
- ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge
- ♣ 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 Human and physical geography
- ♣ Describe and understand key aspects of:
  - ♣ Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - ♣ 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 Geography – key stages 1 and 2 4 Geographical skills and fieldwork
- ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ♣ 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
- ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies