

## Progression of Skills - Geography

| Coverage content                                  | EYFS<br>ELG- Understanding the world: The world   | Year 1<br>-Explorers and Adventurers<br>-Our school and local area  | Year 2<br>UK and London<br>Our world/Oceans and seas  | Year 3<br>Norfolk Broads<br>Our World - landscapes, mountains and volcanoes  | Year 4<br>UK map skills and rivers/ River Bure<br>Our world - Europe  | Year 5<br>Local coastal study<br>Our world focus - North America   | Year 6<br>Local study - Norwich<br>Our world focus -South America  |
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| Locational / Geographical knowledge.<br><br>World | <ul style="list-style-type: none"> <li>Know where to find maps, globes etc. in the learning environment to explore with adult support.</li> </ul>   | <ul style="list-style-type: none"> <li>Locate the UK and name the four countries of the UK</li> <li>Name the four seasons and describe typical UK weather conditions for each.</li> <li>Identify the UK on different scale maps.</li> </ul>   | <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans.</li> <li>Locate main capital cities of the four countries the UK.</li> <li>Identify main seas that surround the UK.</li> <li>Understand the difference between a continent, country and county.</li> <li>Locate the Equator, North and South poles - Locate hot and cold areas on a world map – understand climate in simple terms.</li> </ul>  | <ul style="list-style-type: none"> <li>Locate the World's countries using different maps – identify the major cities.</li> <li>Identify the position of the Equator, <i>Northern Hemisphere, and Southern Hemisphere. Arctic and Antarctic Circle,</i></li> <li>Identify biomes and climate zones in relation to the above.</li> <li>Identify major mountains of the world and compare with the UK.</li> <li>Locate and name some of the world's most famous volcanoes.</li> </ul>   | <ul style="list-style-type: none"> <li>Locate Counties and Cities of the UK.</li> <li>Identify major longest rivers in the world and compare with the UK.</li> <li>Locate the Tropics of Cancer and Capricorn.</li> <li>Name 4 of the countries on the Equator.</li> <li>Locate the countries and major cities of Europe.</li> <li>Identify key human and physical features of a region of a European country.</li> </ul>   | <ul style="list-style-type: none"> <li>Locate the countries and major cities of North America</li> <li>Identify key human features of North America - types of settlements and land use.</li> <li>Identify key physical features of North America.</li> <li>Identify and compare different environmental regions of North America.</li> <li>Tell you more about one country on the Prime Meridian.</li> <li>Explain why day and night occur.</li> <li>Compare daylight hours in the UK and Polar Regions.</li> </ul>           | <ul style="list-style-type: none"> <li>Locate the countries and major cities of South America</li> <li>Identify key human features of South America – economic activity including trade links and the distribution of resources including; energy, food, minerals and water.</li> <li>Identify and compare different environmental regions of South America.</li> <li>Describe the climate in the tropics.</li> <li>Identify a location on a map when the latitude and longitude are provided.</li> </ul>  |
| Locational / Geographical knowledge.<br><br>Local | <ul style="list-style-type: none"> <li>Know the name of the place where they live and other significant local places eg. where relatives live, local shopping town ect.</li> <li>Begin to explore the local environment of Buxton and its landmarks. Talk about and find their way around the school showing an awareness of where things belong and the people within the school.</li> </ul> | <ul style="list-style-type: none"> <li>Name some of the villages, main towns and cities in our local area. Focus on Buxton and surrounding villages for field work study.</li> <li>Identify similarities and differences between the local environment and one other place in the UK.</li> </ul>  | <ul style="list-style-type: none"> <li>Focus on London – identifying main human and physical features.</li> <li>Compare and describe an area of the UK to a place outside Europe using geographical words.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify how land use locally has changed over time – Focus on Norfolk Broads / field trip.</li> </ul>  | <ul style="list-style-type: none"> <li>Focus study on local rivers / field trip.</li> </ul>   | <ul style="list-style-type: none"> <li>Focus on Coastal study for field trip.</li> </ul>   | <ul style="list-style-type: none"> <li>Focus on Norwich for field trip study.</li> </ul>   |
| Geographical enquiry                              | <ul style="list-style-type: none"> <li>Identify and describe features in the local environment, e.g. house, farm, church.</li> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the</li> </ul>   | <ul style="list-style-type: none"> <li>Consider geographical questions. E.g. what is it like to live in this place?</li> <li>Express own views about a place, people, and environment.</li> <li>Make observations about where things are in their local area.</li> <li>Recognise how places have become the way they are e.g. shops.</li> <li>Answer simple questions regarding straight forward geographical patterns (e.g.</li> </ul> | <ul style="list-style-type: none"> <li>Consider geographical questions – Where is this place? What is it like? How has it changed?</li> <li>Express own views and preferences about a place, people, environment, location and give detailed reasons</li> <li>Recognise how places have become the way they are e.g. shops</li> <li>Describe <b>physical key features</b> of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea and season.</li> </ul> | <ul style="list-style-type: none"> <li>Ask geographical questions; where is this location? What do you think about it?</li> <li>Link words to topic; mountain, contours, height, valley.</li> <li>Use technical and geographical vocabulary to describe physical processes e.g. describe how Volcanoes and Earthquakes are created.</li> <li>Use correct geographical vocabulary to describe human and physical features of a place and the things that happen there.</li> <li>Sequence and explain features of</li> </ul> | <ul style="list-style-type: none"> <li>Describe the Impact of rivers on the local human and physical geography in the places they are found.</li> <li>Explain why people are attracted to living in cities.</li> <li>Explain why people might choose to live in a village rather than a City.</li> <li>Plan a journey to a place in England.</li> <li>Link words to topic; flood, plain, meander, river, erosion, tributary.</li> <li>Sequence and explain features of</li> </ul> | <ul style="list-style-type: none"> <li>Ask questions, what is this landscape like? How has it changed? What made it change? How is it changing? .</li> <li>Explain why one Prime Meridian was needed and why the Prime Meridian's location was chosen.</li> <li>Explain why we need to have time zones.</li> <li>Describe how physical activity has impacted or changed the physical or human characteristics of a place in the world.</li> <li>Use 8 point compass directions.</li> <li>Begin to use 6 figure grid</li> </ul> | <ul style="list-style-type: none"> <li>Ask questions, what is this landscape like? How has it changed? What made it change? How is it changing? What patterns can you see/how has the pattern changed?</li> <li>Link words to topic; urban, rural, land use, sustainability</li> <li>Make deductions and links about landscape/industry/features.</li> <li>Give an extended description of the human features of different places around the world.</li> <li>Describe how some places are similar and other are different in relation to their physical features.</li> </ul> |

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|                             | environment.  | <p>what are the busiest times at the park?)</p> <ul style="list-style-type: none"> <li>Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods.</li> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike).</li> <li>Follow and use directional language (up/down, left/right, backwards/forwards)</li> </ul>               | <ul style="list-style-type: none"> <li>Identify and name the <b>human features</b> of an area e.g. Factory, farm, house, office, port, harbour, shop.</li> <li>Use 4 point compass directions NSEW to describe locations</li> </ul>  | <p>a physical process e.g. the rock cycle.</p> <ul style="list-style-type: none"> <li>Identify the changes in a local environment and suggest ways to look after our local and global environment.</li> <li>Begin to use 8 point compass directions.</li> <li>Use letter/No coordinate to locate features on a map ( begin to use 4 figure grid reference).</li> </ul>   | <p>a physical process e.g. the water cycle.</p> <ul style="list-style-type: none"> <li>Explain why many cities of the world are situated by rivers and why this makes it an attractive location.</li> <li>Use 8 point compass directions.</li> <li>Confidently use letter/No coordinate to locate features on a map – Use 4 figure grid references)</li> </ul>   | <p>references to locate places.</p> <ul style="list-style-type: none"> <li>Use 8 point compass directions.</li> <li>Begin to use 6 figure grid references to locate places.</li> <li>Use longitude and latitude on atlas maps.</li> </ul>   |  |
| Map skills and Style of map | <ul style="list-style-type: none"> <li>Draw and create their own maps and models of real or imaginary places using objects, and/or pictures and symbols.</li> <li>Explore picture maps, globes, electronic globes and maps</li> </ul> | <ul style="list-style-type: none"> <li>Draw maps of imaginary places and from stories.</li> <li>Explore maps of the local area.</li> <li>Draw a simple map/plan of an area – label features.</li> <li>Use own symbols on a map</li> <li>Use aerial view photographs.</li> <li>Picture maps</li> <li>Globes</li> </ul>  | <ul style="list-style-type: none"> <li>Draw simple maps or plans using symbols for a key.</li> <li>Add detail to a sketch map from an aerial photograph.</li> <li>Follow a route on a map.</li> <li>Use a globe, world maps junior atlas or larger scale OS maps to locate places.</li> <li>Spatially match places on different scale maps.</li> </ul>   | <ul style="list-style-type: none"> <li>Map a local area of interest</li> <li>Create a Norfolk visitors guide.</li> <li>Locate places on a larger scale map.</li> <li>Begin to match boundaries (e.g. find the same boundary of a country on a different scale map)</li> <li>Begin to recognise and use some OS symbols.</li> <li>Use large scale OS maps.</li> <li>Use junior atlases and aerial photographs.</li> <li>Begin to map site on the internet.</li> </ul> | <ul style="list-style-type: none"> <li>Make a map of a short route experienced with features in the correct order.</li> <li>Locate places on a larger scale map.</li> <li>Match boundaries (e.g. find the same boundary of a country on a different scale map)</li> <li>Begin to make a simple scale drawings.</li> <li>Use and recognise basic OS symbols.</li> <li>Draw and sketch maps using a standardised key.</li> <li>Use large and medium scale OS maps.</li> </ul>  | <ul style="list-style-type: none"> <li>Make simple scale drawings.</li> <li>Draw a sketch map using symbols and a key.</li> <li>Use/recognise OS symbols.</li> <li>Compare maps with aerial photographs.</li> <li>Begin to use atlases to find other information (e.g. weather, land use)</li> <li>Find and recognise different places on maps of different scales. (E.g. Rocky Mountains).</li> <li>Use medium scale land ranger OS maps.</li> <li>Use index and contents pages in atlases.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to draw a variety of maps based on thematic maps based on their own data.</li> <li>Follow a short route on an OS map.</li> <li>Describe the features on an OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (E.g. weather patterns, mountain ranges)</li> <li>Use scale to measure distances.</li> <li>Draw and use maps at a range of scales.</li> <li>Use and recognise OS symbols.</li> <li>Use atlas symbols.</li> </ul>   |
| Fieldwork skills            | <ul style="list-style-type: none"> <li>Begin to observe and comment on simple physical features within areas of the school and Buxton eg. shop, park, forest school area.</li> </ul>  | <ul style="list-style-type: none"> <li>Observe and record e.g. identify buildings on a street.</li> <li>Communicate in different ways ;e.g. pictures, pictograms simple maps, sketches, labelled diagrams</li> <li>Collect data during fieldwork (e.g. number of trees/houses/shops)</li> <li>Recognise simple human and physical features on an aerial photograph or simple map.</li> </ul> | <ul style="list-style-type: none"> <li>Collect and organise simple data from first and second hand sources.</li> <li>Observe and record in different ways e.g. Sketches, charts, diagrams.</li> <li>Use simple field sketches and diagrams.</li> <li>Explain simple patterns and offer explanations (e.g. count traffic and offer explanations to why the flow changes).</li> <li>Use a camera in the field with help to record what they have seen- Label the photo with help.</li> </ul> | <ul style="list-style-type: none"> <li>Observe, measure and record the human and physical features in the local area. E.g. Sketches, charts, diagrams.</li> <li>Draw and use more detailed field sketches and diagrams using symbols for a key.</li> <li>Use digital cameras to record what they have seen and label geographical features.</li> <li>Make comparisons between locations using photos, pictures, graphs (e.g. population).</li> </ul>                 | <ul style="list-style-type: none"> <li>Accurately measure and collect information (e.g. rainfall, wind speed, noise levels).</li> <li>Observe, measure and record the human features in the local area responding to a range of geographical questions.</li> <li>Make deductions about landscape / industry/ features, etc.</li> <li>Begin to use primary and secondary sources of evidence.</li> <li>Use a range of methods including sketch maps, plans, graphs and digital technologies.</li> </ul>                         | <ul style="list-style-type: none"> <li>Collect and record evidence unaided.</li> <li>Analyse evidence and draw conclusions (E.g. temperatures of various locations, influence on people/everyday life)</li> <li>Use primary and secondary sources of evidence.</li> <li>Field sketches should show an understanding of change.</li> <li>Use a range of methods including sketch maps, plans, graphs and digital technologies.</li> </ul>  | <ul style="list-style-type: none"> <li>Field sketches should show understanding of pattern, movement or change.</li> <li>Use maps, aerial photographs, plans and web resources to describe a locality.</li> <li>Analyse evidence and draw conclusions e.g. from field work data or land use comparing land use/temperatures, look at patterns and explain reasons behind it.</li> <li>Use primary and secondary sources of data.</li> <li>Use a range of methods including sketch maps, plans, graphs and digital technologies.</li> </ul> |
| Vocabulary                  | <p>Map<br/>Globe<br/>World<br/>Weather<br/>Place<br/>Village<br/>Buxton<br/>House<br/>Church<br/>Shop<br/>Mill<br/>River<br/>Playground<br/>Village Hall</p>  | <p>Country<br/>UK<br/>England<br/>Scotland<br/>Wales<br/>Northern Ireland<br/>Birds eye view<br/>Aerial view<br/>Summer<br/>Autumn<br/>Spring<br/>Winter<br/>Lamas<br/>Aylsham<br/>Badersfield</p>   | <p>Continent<br/>County<br/>Europe<br/>Asia<br/>North America<br/>South America<br/>Africa<br/>Australasia<br/>Antarctica<br/>Pacific Ocean<br/>Atlantic Ocean<br/>Indian Ocean<br/>Arctic Ocean<br/>Southern/Antarctic Ocean<br/>London</p>   | <p>Northern Hemisphere<br/>Southern Hemisphere<br/>Arctic circle<br/>Antarctic circle<br/>Biome<br/>Climate zone<br/>Volcano - Etna, Vesuvius<br/>Contour<br/>Height<br/>Erosion<br/>Tectonic plates<br/>Mount Everest<br/>Himalayas<br/>North-East/ North-West/ South-East/ South-West</p>  | <ul style="list-style-type: none"> <li>Locate Counties and County towns.</li> <li>Major ( top ten) longest rivers.</li> <li>local rivers - Bure, Wensum. Glaven, Yare, Gt Ouse, Ant</li> <li>Major capital cities of Europe.</li> <li>Tropics of Cancer and Capricorn.</li> <li>Impact of rivers- tourism, pollution, erosion, wildlife</li> <li>Rivers and water cycle vocabulary - flood, plain, meander, river, erosion, tributary, evaporation, precipitations, condensation, spring, flood plain, water cycle,</li> </ul> | <p>Coastal Study:<br/>Prime Meridian, region, Domesday Book, Ordnance Survey, aerial, scale (maps), urban, rural, erosion, long shore drift, headland, influence</p> <p>North America:<br/>terrain, contour lines, population, rainforest, desert, tundra, taiga, grasslands, savannah, formation, displacement, sediment, compare, contrast</p>  | <p>Local study - Norwich<br/>Data, land use, locality, satellite photographs, pattern, movement, migrate, disperse, immigrant, survey, questionnaire</p> <p>South America:<br/>weather patterns, mountain ranges (Andes), thematic map, features, longitude, latitude, biomes, climate zones, conservation, pollution, export, import, deforestation, renewable, sustainability</p>  |

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|  |  | <p>North Walsham<br/> Norwich<br/> Norfolk<br/> Grampian Mountains<br/> Mountains<br/> Hills<br/> Waterfall<br/> Forest<br/> Beach<br/> Sea<br/> Road<br/> Street<br/> Farm<br/> Woods<br/> Crops<br/> Countryside<br/> Office<br/> Up<br/> Down<br/> Left<br/> Right<br/> Forwards<br/> Backwards<br/> Field work<br/> symbol</p> | <p>Edinburgh<br/> Cardiff<br/> Belfast<br/> North Sea<br/> English Channel<br/> Irish Sea<br/> Celtic Sea<br/> Bristol Channel<br/> Equator<br/> North Pole<br/> South Pole<br/> Climate<br/> Human Feature<br/> Physical Feature<br/> Coast<br/> Valley<br/> Ocean<br/> Farmland<br/> Coastline<br/> Local<br/> Vegetation<br/> Cliff<br/> Port<br/> Harbour<br/> Factory<br/> North<br/> South<br/> East<br/> West<br/> Compass<br/> Field Sketch<br/> Key<br/> Scale</p> | <p>Coordinate<br/> Grid reference<br/> Boundary<br/> Aerial photograph</p> | <p>irrigation. confluence.</p> <ul style="list-style-type: none"> <li>Identify key human and physical features of a region of a European country -</li> <li>Landscape</li> <li>Industry</li> <li>rainfall, wind speed, noise levels)</li> </ul> |  |  |
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