

Curriculum - Progression of Skills



Subject: Geography

Subject Leader(s): Lucy Knott/Kathryn Parkinson

Core concepts:
Locational/Place Knowledge
Human and Physical Features
Map Skills and Fieldwork

Skill domain	2-3s	3-4s	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational / Place Knowledge</p>	<p>Age 3-4 years (Mathematics) Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Knowledge and Understanding of the World Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Knowledge and Understanding of the World Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p>			<p>Name and locate local city. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Lake District), and of a small area in a non-European country. (Isle of Coll).</p>	<p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (volcanoes and earthquakes).</p> <p>Understanding physical geography through studying a region in a European country. (Italy)</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (rainforests).</p>	<p>Locate the main countries in North or South America. Locate and name principal cities, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Locate and name the main counties and cities in England. Locate the main countries in Europe. Locate and name principal cities, concentrating on environmental regions, key physical and human characteristics</p>	<p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>Linking with history, compare land use maps of UK from past with the present, focusing on land use.</p>

<p>Human and Physical Features</p>	<p>Age 3 – 4 years Knowledge and Understanding of the World</p> <p>Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception Knowledge and Understanding of the World</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p>ELG Understanding the World, People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identify seasonal/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.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Human geography including human characteristics and features of a European country and its major cities.</p>	<p>Describe and understand key aspects of</p> <p>Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Physical geography including Rainforests – looking at the layers and the animals that live in each one.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts.</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Describe and understand geographical similarities and differences through the study of human and physical geography of a South America.</p>	<p>Describe and understand geographical similarities and differences through the study of human and physical geography of a European country, Greece.</p>
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<p>Map Skills and Fieldwork</p>	<p>Reception Knowledge and Understanding of the World Draw information from a simple map.</p> <p>ELG Understanding the World People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Begin to use eight points of a compass.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Learn about volcanoes and earthquakes, biomes and vegetation belts.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn about rainforests biomes and vegetation belts.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>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.</p> <p>Learn the four points of a compass</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and 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.</p>
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