






The Unity of Titchmarsh, Warmington and Nassington Schools






Geography Progression of Skills


EYFS – Understanding the World: The World	<p>30-50m:</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. <p>40-60m:</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>ELG:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>					
Location Knowledge general geographical knowledge, position and significance, UK and Global 	Year 1 <i>North and South Poles, Equator, 4 Compass points N,S,E,W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.</i> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Year 2 Name and locate the world's seven continents and five oceans.	Year3 <i>Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.</i> Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up	Year 4 On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Northamptonshire.	Year 5 Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban.	Year 6 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.

			the British Isles, with their capital cities.		<p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</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 local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
Place knowledge Compare and contrast 	<i>Local scale study UK & Non - European country</i>		<i>Regional comparison UK, European country, North or South America</i>			
	Understand geographical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, (Africa).	Understand geographical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, (Africa) concentrating on islands and sea sides.	<p>Identify the longest rivers in the world, largest deserts, and highest mountains.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>I can compare a region of the UK with a region in North America.</p>	Understand geographical similarities and differences through the study of physical and human geography, of a region of the UK, a region in a European country, and a region within South America.	Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	Compare a region in the UK with a region in Northern Europe.

Human and physical Local and Global scales 	<i>Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles</i>		<i>Describe and understand key aspects of : Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</i>			
	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify 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:</p> <p>-key physical features, including; forest, hill, mountain, soil, valley, vegetation,</p> <p>-key human features, including: city, town, village, factory, farm, house, office.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>-key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of:</p> <p>-physical geography including; rivers and the water cycle, excluding transpiration, brief introduction to volcanoes and earthquakes linking to science: rock types.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Describe and understand key aspects of:</p> <p>-Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of:</p> <p>-Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>-Human geography including trade between UK and Europe and ROW.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of :</p> <p>-Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p>
SKILLS	<i>Identify places using maps, atlases, globes², aerial images & plan perspectives, make maps, devise basic symbols, Fieldwork , geographical vocabulary.</i>		<i>Fieldwork, locate and describe using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.</i>			

<p>Enquiry and Critical Thinking</p> 	<p>Use resources provided and their own observations to respond to questions about places.</p>	<p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p> <p>Identify relevant geographical questions -Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes -They reach plausible conclusions and present their findings both graphically and in writing</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>They reach plausible conclusions and present their findings both graphically and in writing.</p>
<p>Mapping</p> 	<p>Follow directions; up/down, left/right, behind/in front of.</p>	<p>Follow directions; N, S, E, W.</p>	<p>Use pairs of coordinates and four compass points.</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p>	<p>Use 4-figure grid reference to locate features on a map.</p>	<p>Use 6-figure grid reference to locate features on OS map.</p>

	<p>Use own symbols on imaginary maps.</p> <p>Use relative vocab; bigger/smaller, like/unlike.</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Talk about own maps.</p>	<p>Use class agreed symbols on simple map.</p> <p>Spatial matching; match the same area e.g. Continent on a larger map.</p> <p>Make a representation of a real or imaginary place.</p> <p>Use a plan and infant atlas.</p>	<p>Introduce need for a key and standard symbols.</p> <p>Spatial matching, boundary matching; e.g. country boundary on a different scale map.</p> <p>Make a map of a short route with features in the correct order.</p> <p>Use larger scale map outside/use maps of other localities.</p>	<p>Introduce need for a key and standard symbols.</p> <p>Make own maps of real places with increasing accuracy.</p> <p>Use a variety of maps of different scale to locate places.</p>	<p>Use eight compass points.</p> <p>Draw a map using symbols and a key, awareness of OS symbols.</p> <p>Measure straight line distance on a plan.</p> <p>Draw a variety of thematic plans, based on own data.</p> <p>Compare large-scale map and vertical photo, select maps for a purpose.</p>	<p>Use OS standard symbols.</p> <p>Scale reading and drawing, comparison of map scale.</p> <p>Draw scale plans of increasing complexity.</p> <p>Follow route on small-scale OS map and describe features seen.</p>
<p>Fieldwork</p> 	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</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 simple compass directions (North, South, East and West) and locational and directional language</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, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance</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, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p>

		[for example, near and far; left and right], to describe the location of features and routes on a map.	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.	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	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.	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.
Vocabulary 	Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop.	Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert.	Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Continue to develop vocabulary: rainforest, tropical.	Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural.	Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude. Be able to describe and start to explain geographical processes using the correct terminology.	Be able to describe and start to explain geographical processes using the correct terminology.
OUR TOPICS	Africa		Natural Disasters		Amazing Americas	

	<div>Sand, Sun and Sea</div> <div>How Does Your Garden Grow?</div> <div>British Birds</div> <div>Messing About On The River</div>		<div>Trade and Economics</div> <div>Marvellous Maps</div> <div>Our Changing World</div> <div>Eastern Europe</div> <div>Raging Rivers</div>
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