



**Geography: Progression of Skills, Knowledge and Understanding**



YEAR	Geographical enquiry	Place knowledge	Geographical skill and field work	Human and physical
4	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<ul style="list-style-type: none"> <li>Find places on maps of different scales and types (e.g. Find UK or India on globe)</li> <li>To match boundaries (E.g. find same boundary of a county on different scale maps.)</li> <li>Begin to identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>Know and use 4 compass points well</li> <li>Begin to use 8 compass points</li> <li>Use letter/no. co-ordinates to locate features on a map confidently. (Covered in maths)</li> <li>A map of a short route experienced, with features in correct order</li> <li>Understand and explain why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> <li>Follow a route on a large-scale map.</li> <li>Use large and medium scale OS maps to locate features.</li> <li>Use junior atlases</li> <li>Use map sites on internet</li> <li>Identify features on aerial/oblique photographs</li> <li>Draw a sketch map from a high view point</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>✓ Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</li> <li>✓ Human geography including types of settlements in modern Britain: comparing villages, towns, cities.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information</li> <li>Compare different geographical representations of a place</li> <li>Begin to collect and record evidence</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations</li> </ul>	<ul style="list-style-type: none"> <li>Places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering)</li> <li>to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> <li>Begin to identify points on maps A, B and C</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> <li>to make a map of a short route experienced, with features in correct order</li> <li>Explain why a key is needed.</li> <li>Use standard symbols when mapping</li> <li>Use large scale OS maps to locate different features.</li> <li>Begin to use map sites on internet</li> <li>Begin to use junior atlases</li> <li>Begin to identify features on aerial/oblique photographs</li> <li>Begin to draw a sketch map from a high view point</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>✓ Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to e.g. volcanoes / earthquakes linking to science rock types (covered in science)</li> <li>✓ Human geography including trade links in the Pre-roman and Roman era.</li> <li>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</li> <li>British ethnic groups</li> </ul> </li> </ul>

2	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, aerial maps, pictures/photos and internet as sources of information</li> <li>Investigate their surroundings</li> <li>Make appropriate observations about why things happen</li> <li>Make simple comparisons between features of different places</li> </ul>	<ul style="list-style-type: none"> <li>Plot &amp; follow a route on a map</li> <li>Use a plan view to locate different features</li> <li>Use an infant atlas to locate places</li> <li>to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas</li> <li>Locate and name 7 continents and 5 oceans on a world map</li> <li>Identify the location of hot and cold regions of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (as yr 1 and including NSWE)</li> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> <li>To understand the need for a key</li> <li>Use class agreed symbols to make a simple key</li> <li>Find land/sea on globe</li> <li>Use teacher drawn base maps</li> <li>Use large scale OS maps</li> <li>Use an infant atlas</li> <li>Look down on objects e.g. use an aerial photo to make a plan view map</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>✓ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>✓ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>
1	<ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures, aerial maps as sources of information.</li> <li>Investigate their surroundings</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that it is about a place.</li> <li>Use a simple picture map to move around a familiar area e.g. school/classroom</li> <li>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, London.</li> <li>Become familiar with the uses of picture maps and globes</li> <li>Know that the world is made up of 7 continents and 5 oceans</li> <li>Know that the UK is an island surrounded by seas and oceans</li> <li>Know that there are hot and cold regions of the world and roughly locate them on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> <li>Make/draw picture maps of real or imaginary places and from stories.</li> <li>Create own symbols on a real or imaginary map.</li> <li>relative vocabulary (e.g. bigger/smaller, like/dislike)</li> <li>Look down on objects e.g. use an aerial photo to make a plan view map.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>✓ Key physical features, including: forest, hill, mountain, soil, valley, vegetation.</li> <li>✓ Key human features, including: city, town, village, factory, farm, house, office.</li> </ul> </li> </ul>
R	<p><b>Understanding the World:</b> <b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>To talk about past and present events in their own lives and in the lives of family members.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>		<p><b>The World:</b></p> <ul style="list-style-type: none"> <li>To know about similarities and differences in relation to places, objects, materials and living things.</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	