

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

Geography Skills Progression

This document aims to track expectations for Geography at Marsh Gibbon CE School.

EYFS Curriculum:

- Talk about features of the immediate environment and how environments may differ.
- Recognise similarities in relations to places, objects, materials and living things.
- Make observations about animals and plants and explain why some things occur.
- Talk about changes in environments.

What the National Curriculum says:

KS1:

Locational Knowledge:

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 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

I can do everything through Him who gives me strength.' Philippians 4:13

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 to describe the location of features and routes on a map
- 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.

KS2:

Locational Knowledge:

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

I can do everything through Him who gives me strength.' Philippians 4:13

Geographical Skills and Fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4 and 6-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.

Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	--------	--------	--------	--------	--------	--------

I can do everything through Him who gives me strength.' Philippians 4:13

<p>To investigate places</p>	<p>Ask and answer geographical questions (What is this place like? What do people do in this place?)</p> <p>Identify key features of locations (city, town, village, coastal, rural).</p> <p>Use world maps, atlases and globes to identify the UK and its countries and other countries/continents/oceans .</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human physical features of its surrounding environments.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify</p>	<p>Ask and answer geographical questions (What is this place like? What do people do in this place?)</p> <p>Identify key features of locations (city, town, village, coastal, rural).</p> <p>Use world maps, atlases and globes to identify the UK and its countries and other countries/continents/oceans .</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps/atlasses/ globes and computer mapping to locate countries and describe features.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics (hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.</p>	<p>Explain own views about locations and give reasons.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch map, plans, graphs and digital technology.</p> <p>Use a range of resources to identify the key physical and human features of location.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics (hills, mountains, cities, rivers,</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of features of location.</p> <p>Use different types of fieldwork sampling (random/systematic) to observe, measure and record the human and physical features in the local areas. Record results in a variety of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations (aerial images compared with maps,</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristic</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of features of location.</p> <p>Name and locate some</p>
-------------------------------------	--	--	---	--	---	--

I can do everything through Him who gives me strength.' Philippians 4:13

	<p>characteristics of the four countries and capital cities of the UK and surrounding seas</p>			<p>key) topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>topological maps- London's Tube map).</p> <p>Name and locate the countries of North and South America. Identify their main physical and human characteristics.</p> <p>Interpret Ordnance Survey maps in the classroom and the field, including six-figure coordinates and scale, topographical and aerial photographs.</p>	<p>countries/cities of the world: identify human and physical characteristics, including hills/ mountains/ rivers/ key topographical features and land-use patterns.</p> <p>Understand how some aspects have changed over time.</p>
--	--	--	--	--	---	---

I can do everything through Him who gives me strength.' Philippians 4:13

Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	--------	--------	--------	--------	--------	--------

I can do everything through Him who gives me strength.' Philippians 4:13

To investigate patterns	Identify seasonal and daily weather patterns in the UK and the location of hot/cold areas of the world in relation to the Equator and North/South Poles.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.	Name and locate the Equator, Northern/Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date some time zones. Describe some characteristics of these areas.	Name and locate the Equator, Northern/Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date some time zones. Describe some characteristics of these areas.	Describe how countries and geographical regions are interconnected and interdependent.	Identify and describe the geographical significance of latitude/longitude, Equator, Northern/Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night).
	Identify land use around the school.	Identify seasonal and daily weather patterns in the UK and the location of hot/cold areas of the world in relation to the Equator and North/South Poles.	Describe geographical similarities/differences between countries.	Describe how the locality of the school has changed over time.	Understand geographical similarities and differences through the study of human and physical geography of region/area e.g. within America.	Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and the reasons for this. Describe geographical diversity across the world. Understand how human and physical processes interact to have an impact on the form of distinctive landscapes

Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	--------	--------	--------	--------	--------	--------

I can do everything through Him who gives me strength.' Philippians 4:13

<p>To communicate geographically</p>	<p>Use basic geographical language to refer to:</p> <ul style="list-style-type: none"> ▪ <u>Key physical features</u> (beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather). ▪ <u>Key human features</u> (city, town, village, factory, farm, house, office, shop). <p>Use compass directions (north, east, south, west) and locational vocabulary (near/far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key (simple grid references (A1, B1)).</p>	<p>Use basic geographical language to refer to:</p> <ul style="list-style-type: none"> ▪ <u>Key physical features</u> (beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather). ▪ <u>Key human features</u> (city, town, village, factory, farm, house, office, shop). <p>Use compass directions (north, east, south, west) and locational vocabulary (near/far) to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key (simple grid references (A1, B1))</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> ▪ <u>Physical geography</u> (rivers, mountains, volcanoes, earthquakes, water cycle). ▪ <u>Human geography</u> (settlements, land use). 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> ▪ <u>Physical geography</u> (rivers, mountains, volcanoes, earthquakes, water cycle). ▪ <u>Human geography</u> (settlements, land use). <p>Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ <u>Physical geography</u> (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle). ▪ <u>Human geography</u> (settlements, land use, economic activity-trade links and the distribution of natural resources including energy, food, minerals and water supplies). <p>Communicate knowledge of complex geographical systems.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ <u>Physical geography</u> (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle). ▪ <u>Human geography</u> (settlements, land use, economic activity-trade links and the distribution of natural resources including energy, food, minerals and water supplies). <p>Create maps of locations, identifying patterns (land use, climate zones, population densities, height of land).</p> <p>Communicate knowledge of complex geographical systems</p>
---	---	---	--	---	---	---

I can do everything through Him who gives me strength.' Philippians 4:13