

Geography Progression of Skills



WHINGATE'S CURRICULUM AIMS



Communicate
Live Healthily
Accept and Respect
Understand the Wider World
Dream Big
Explore

	Geographical Skills and Enquiry Mapping and Fieldwork	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography
Nursery	3-4 years -Talk about what they see, using a wide vocabulary. -Use life cycle vocabulary. -To respect and care for the natural environment. -Begin to recognise there are different countries in the world and talk about the differences. Reception -Draw on information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. - Use simple fieldwork and observational skills to study the geography of the natural world around them.	Our local area, where we live. Our school. Describe immediate environment, Using a range of vocabulary.	Name the country we live in. Name a few other countries and know they are not where we live. Develop the use of simple geographical vocabulary.	Seasonal weather patterns in the UK. Develop the use of simple geographical vocabulary.	Develop the use of simple geographical vocabulary to refer to: - key human features, including: country, city, town, farm, house, school, shop
Reception					
	ELG -Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. -To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -To talk about some important processes and changes in the natural world around them, including the seasons and changing states of matter				
Year 1	- Use maps, atlases and globes to identify the UK and its countries. - Begin to use locational vocabulary. - Recognise simple features on maps (e.g. building / roads) - Begin to follow a route on a simple map. - Begin to devise simple maps/plans of an area and construct basic symbols in a key. - Begin to recognise landmarks on aerial maps. - Use simple fieldwork and observational skills to study the geography of their school and its grounds - Begin to use simple compass directions (NESW) - Begin to use locational/directional language to describe features and	Name, locate and identify characteristics of the four countries and capitals of the UK and surrounding seas	Our local area (physical and human geography) Study of different geographical areas of the UK (rural and coastal) Developing use of	Seasonal weather patterns in the UK [Develop the use of basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill,	Develop the use of basic geographical vocabulary to refer to: - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

	<p>routes.</p> <ul style="list-style-type: none"> - Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' - Investigate through observation and description. - Recognise differences between their own and others' lives. - Speak and write about, draw, observe and describe simple geog concepts (e.g. what they can see where) - Create labels and symbols for place (inside and outside the classroom) - Use basic geog vocabulary. - Give and follow simple instructions - Begin to use web searches and postcodes to find places on digital maps. - Add simple labels to digital maps - Begin to use mapping programs to follow simple directional instructions (Beebot) - Begin to use ipads to follow and create digital maps. 		geographical language	mountain, sea, ocean, river, soil, valley, vegetation, season and weather]	
Year 2	<ul style="list-style-type: none"> - Use maps, atlases and globes to identify the UK and its countries, the 7 continents and 5 oceans. - Use locational vocabulary. - Use aerial photos and plans to recognise local features. - Explain some key features of maps. - Devise a simple map (of a journey) and construct basic symbols in a key. - Recognise landmarks and basic human/physical features on aerial maps. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment. - Use simple compass directions (NESW) - Use locational/directional language to describe features and routes. - Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' - Investigate through observation and description. - Recognise differences between their own and others' lives. - Notice and describe patterns. - Create and interpret meaningful labels and symbols for place (inside and outside the classroom) - Give and follow simple instructions using positional and directional language - Give and follow simple instructions. - Use maps and images to talk about everyday life (e.g. journeys) - Use web searches and postcodes to find places on digital maps. - Add simple labels to digital maps - Use mapping programs to follow simple directional instructions (Beebot) - Use ipads to follow and create digital maps. 	<p>Review: UK countries, capitals and seas</p> <p>Name and locate the seven continents and five oceans</p>	<p>Comparing our local area to a non-European country (own choice but not N or S America)</p> <p>Use of geographical language to compare</p>	<p>Hot and cold areas of the world in relation to the Equator, North and South poles</p> <p>[Accurate use of 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]</p>	<p>Accurate use of basic geographical vocabulary to refer to: - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Year 3	<ul style="list-style-type: none"> - Use world maps, atlases and globes to locate physical features (volcanoes, transport links, aquatic biomes) - Begin to use and interpret maps at more than one scale. - Begin to recognise patterns on maps - Begin to make and use simple route maps. - Begin to create maps and plan views of small areas with features in the correct place. 	<p>Review: UK countries, capitals and seas and Name and locate the seven continents and five oceans (KS1)</p>		<p>Volcanoes Locate, describe and understand key aspects of volcanoes (phys geo)</p>	<p>UK geographical regions, land use and changes over time (Maps and Transport). From Roman invasions, to transport development and</p>

	<ul style="list-style-type: none"> - Begin to use 8-point compass directions. - Begin to observe, measure and record human and physical features in the local area. - Begin to make links between features observed in the environment and those on maps / aerial photographs. - Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes - Make comparisons with their own lives and their own situation. - Show increasing empathy and describe similarities as well as differences. - Identify and describe geographical features, processes (changes) and patterns - Begin to use geographical language to explain processes - Begin to express opinions and views about geographical features and situations - Begin to present understanding through a range of writing genres. <ul style="list-style-type: none"> - Use web searches, postcodes and zoom to find places on digital maps. - Add labels and begin to add annotations to digital maps - Use mapping programs to follow simple directional instructions (Beebot/ALEX) - Begin to use ipads to display and present geog. data. 			<p>Aquatic Biomes</p> <ul style="list-style-type: none"> - understand that the coral reef is one of the major marine biomes - understand the climates needed for growth and importance of the equator. 	<p>finally technological advances.</p> <p>Aquatic Biomes</p> <ul style="list-style-type: none"> - understand the dangers of climate change to the coral reef and this impact on Humanity
Year 4	<ul style="list-style-type: none"> - Use maps and atlases to locate specific regions within the UK and the wider world (UK counties, rainforest) - Use world maps, atlases and globes to locate physical features (rivers) - Interpret maps at more than one scale. - Recognise patterns on maps and begin to explain what they show. - Link features on maps (including contours) to photos and aerial views. - Create maps and plan views of small areas with features in the correct place. - Use 8-point compass directions to locate places on a map of the UK - Observe, measure and record human and physical features in the local area. - Make links between features observed in the environment and those on maps / aerial photographs. <ul style="list-style-type: none"> - Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes - Make comparisons with their own lives and their own situation. - Show increasing empathy and describe similarities as well as differences. - Identify and describe geographical features, processes (changes) and patterns - Use geographical language to explain processes - Express opinions and views about geographical features and situations - Present understanding through a range of writing genres. - Use web searches, postcodes and zoom to find places on digital maps. 	<p>Name and locate counties and cities of the UK and some key topographical features (mountains, coasts, rivers)</p> <p>Name and locate countries of South America concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>The Amazon</p> <p>Compare region in UK to a region in a South America (Amazon) – human and physical geography.</p>	<p>Rivers and the Water Cycle</p> <ul style="list-style-type: none"> - describe and understand key aspects of rivers (and some mountainous locations - sources) and the water cycle 	

	<ul style="list-style-type: none"> - Add labels and annotations to digital maps - Use mapping programs to follow directional instructions (ALEX and ETrex) - Use ipads to display and present geographical data. 				
Year 5	<ul style="list-style-type: none"> - Use world maps, atlases and globes to locate cities and physical features of a European country (Greece) - Begin to read and compare map scales - Begin to use latitude/longitude - Begin to create sketch maps using symbols and keys - Begin to use maps to discuss land shape (contours / slopes) - Begin to draw measured plans. - Use 8-point compass directions to locate places in a region of Europe and begin to give directions and instructions. - Begin to use grid references, symbols and keys. - Begin to observe, measure and record human and physical features using a range of methods - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? - Make predictions and test simple hypotheses about people and places. - Identify and explain increasingly complex geographical features, processes (changes), patterns, relationships/ ideas. - Begin to use precise geographical language relating to human and physical processes - Begin to present understanding in a variety of ways including writing at length. - Develop their views and begin to critically evaluate responses to geographical issues or events. - Use web searches, postcodes and zoom to find places on digital maps. - Begin to use a range of labels and measuring tools on digital maps. - Begin to use and interpret live data (e.g. weather patterns, events) - Begin to use ipads to display, present and communicate geog. data. 	<p>Name and locate countries of Europe concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Begin to develop understanding of lines of latitude and longitude inc. day and night (linked to Science topic)</p>	Modern Greece Compare region in UK to a region in a European country (Greece) – human and physical geography		<p>UK geographical regions, land use and changes over time (linked to Victorians and Industrial Revolution).</p> <p>Modern Greece (ext)</p> <ul style="list-style-type: none"> - 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
Year 6	<ul style="list-style-type: none"> - Use world maps, atlases and globes to locate physical features (climate zones) - Read and compare map scales - Use latitude/longitude on globes and atlases - Create sketch maps using symbols and keys - Use maps to discuss land shape (contours / slopes) - Draw measured plans. - Begin to use and interpret features on OS maps. - Use 8-point compass directions to locate places and to give directions and instructions. - Use grid refs, symbols and keys. - Observe, measure and record human and physical features using a range of methods. - Interpret and present data collected. - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? - Make predictions and test simple hypotheses about people and places. - Identify and explain increasingly complex geographical features, 	<p>Review: Place Knowledge</p> <p>Name and locate countries of North America concentrating on environmental regions, key physical and human characteristics, countries and major cities. [Include: mountain ranges, vegetation belts]</p> <p>Identify all lines of latitude and longitude</p>	North America Compare region in UK to a region in a North America – human and physical geography. [Include: mountain ranges, vegetation belts]	The World Identify all lines of latitude and longitude and identify key features of climate zones. Investigate vegetation belts and their key features.	North America Study key aspects of human geography including types of settlement and land use.

	<p>processes (changes), patterns, relationships/ ideas.</p> <ul style="list-style-type: none">- Use precise geographical language relating to human and physical processes- Present understanding in a variety of ways including writing at length.- Develop their views and critically evaluate responses to geographical issues or events.- Use web searches, postcodes and zoom to find places on digital maps.- Use a range of labels and measuring tools on digital maps.- Use and interpret live data (e.g. weather patterns, events)- Use ipads to display, present and communicate geographical data.	<p>and identify key features of climate zones.</p> <p>Investigate vegetation belts and their key features.</p>			
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