

**Kexborough Primary School : Geography– Progression of skills**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	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, 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.
<b>Map Skills</b>	-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike -Draw picture maps of imaginary places and from stories. -Talk about own maps.	-Follow directions; N, S, E, W -Use class agreed symbols on simple map -Spatial matching; match the same area eg. continent on a larger map -Make a representation of a real or imagineay place -Use a plan and infant atlas	-Use pairs of coordinates and four compass points -Introduce need for a key and standard symbols -Spatial matching, boundary matching; eg. country boundary on a different scale map -Make a map of a short route with features in the correct order -Use larger scale map outside/use maps of other localities	-Begin to use 4-figure grid reference to locate features on a map -Introduce need for a key and standard symbols -Make own maps of real places with increasing accuracy -Use a variety of maps of different scale to locate places	-Use 4-figure grid reference to locate features on a map -Use eight compass points -Draw a map using symbols and a key, awareness of OS symbols -Measure straight line distance on a plan -Draw a variety of thematic plans, based on own data -Compare large-scale map and vertical photo, select maps for a purpose	-Use 6-figure grid reference to locate features on OS map -Use OS standard symbols -Scale reading and drawing, comparison of map scale -Draw scale plans of increasing complexity -Follow route on small-scale OS map and describe features seen
<b>Enquiry Skills</b>	-Use resources provided and their own observations to respond to questions about places	-Select information from resources provided -Use this information and their own observations to ask and respond to questions about places	Use skills and sources of evidence to respond to a range of geographical questions -Offer reasons for some of their observations and judgements about places -Offer explanations for the location for some human and physical features in different localities	Use skills and sources of evidence to respond to a range of geographical questions -Offer reasons for some of their observations and judgements about places -Offer explanations for the location for some human and physical features in different localities	-Draw on their knowledge and understanding to suggest suitable geographical questions for study -Use a range of geographical skills and evidence to investigate places and themes	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
<b>Field Work</b>	Use world maps, atlases and globes to identify the United Kingdom and its countries.  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..	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 compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  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 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Learn the eight points of a compass, four-figure grid references.  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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Use the eight points of a compass, 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.  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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Extend to 6 figure grid references with teaching of latitude and longitude in depth. 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.
<b>Place / Locational Knowledge</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map.  Locate the main countries of Europe inc. Russia.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.	Locate the main countries in Europe and North or South America. Locate and name principal cities.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key

			<p>Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Locate and name the main counties and cities in/around Barnsley and Yorkshire</p>	<p>Compare 2 different regions in UK rural/urban.</p> <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>physical and human characteristics, and major cities.</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>
Human and Physical Geography	<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&amp;T)</p>
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