


St Peter's Catholic Voluntary Academy - Progression of skills document: Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>From Early Years Framework 2020 Development Matters</p> <p>Understanding of the world:</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p><i>National Curriculum. Pupils should be taught to: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>Name and locate the world's seven continents and five oceans.</i></p>		<p><i>National Curriculum. Pupils should be taught to: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities name and locate counties & 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.</i></p> <p><i>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night)</i></p>			
		<p>I can name the four countries of the UK</p> <p>I can name the 4 capital cities within the UK</p> <p>I can name the seas surrounding the UK.</p>	<p>I can name the five oceans</p> <p>I can name the world's seven continents.</p>	<p>I can compare the human and physical features of our local area with a contrasting area in the UK</p> <p>I can name and locate on a map counties (E Sussex, W Sussex, Brighton & Hove, Kent, Surrey, Hampshire, Greater London) and cities within the UK.</p>	<p>I can name some major cities in leading world countries.</p> <p>I can locate the world's countries using a map focussing on Europe (including the location of Russia) and North and South America.</p> <p>I can identify and name some European countries, detailing their physical and</p>	<p>I can understand the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>I can identify and name the Arctic and Antarctic Circle.</p> <p>I can identify the Tropics of Cancer and Capricorn</p>	<p>I can identify North and South America and their environmental regions</p> <p>I can identify their environmental regions, key physical and human characteristics, countries (areas of UK, Sao Paulo)</p>

St Peter's Catholic Voluntary Academy - Progression of skills document: Geography

	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 				<p>human characteristics</p> <p>I can identify land-use patterns.</p> <p>I can understand how some of these aspects have changed over time.</p>		
<p>Topic Suggestion s:</p>		<p>Our Country</p> <p>Wonderful Weather</p> <p>Our school and Our Local Area</p>	<p>Beside the Seaside</p> <p>What a Wonderful World</p> <p>Sensational Safari</p>	<p>Extreme Earth</p> <p>The UK</p> <p>Land Use</p>	<p>All around the World</p> <p>What's it like in Whitby?</p> <p>Magnificent Mountains</p>	<p>Exploring Eastern Europe</p> <p>Enough for Everyone</p> <p>Raging Rivers</p>	<p>Amazing Americas</p> <p>Our Changing World</p> <p>Trade and Economics</p>
<p>Place Knowledge</p>	<p><i>National Curriculum: 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</i></p>		<p><i>National Curriculum: 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 within North or South America</i></p>				
	<p>I can understand geographical similarities and differences between London and Brasilia.</p>	<p>I can understand geographical similarities and differences of a small area of the UK, hot and cold countries such as Costa Rica, Fiji, Norway,</p>	<p>I can understand geographical similarities and differences within a region of the UK (London).</p> <p>I can understand geographical similarities and</p>	<p>I can understand human and physical geographical similarities and differences between European countries.</p> <p>I can compare Bexhill and London to the</p>	<p>I can locate and compare key countries of the world.</p>		<p>I can understand geographical similarities and differences of the UK and a region within North or South America (São Paulo)</p> <p>I can understand</p>

St Peter's Catholic Voluntary Academy - Progression of skills document: Geography

			<p>Russia and Iceland and of a small area in a contrasting non-European country</p> <p>I can identify hot and cold countries</p> <p>I can identify the names of some countries close to the pole by using the globe</p>	<p>differences of regions of the UK.</p> <p>I can compare settlements within the UK.</p>	French Alps		<p>geographical similarities and differences of the UK and a region within North or South America (California and Ring of Fire)</p>
Topic suggestions							
Human and Physical Geography		<p><i>National Curriculum: 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></p>	<p><i>National Curriculum: 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 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></p>				

St Peter's Catholic Voluntary Academy - Progression of skills document: Geography

		<p>I can begin to use basic geographical vocabulary.</p> <p>I can identify key physical features</p> <p>I can identify key human features</p> <p>I can say what type of buildings are in a place</p> <p>I know if a place is a town, village, city.</p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons.</p> <p>I can observe how day length varies.</p> <p>I can identify seasonal and daily weather patterns in Earl Shilton.</p>	<p>I can use basic geographical vocabulary.</p> <p>I can name key physical features</p> <p>I can name key human features,</p> <p>I can identify seasonal and daily weather patterns in UK and hot and cold areas in the World.</p> <p>I can talk about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>I can understand how mountains are formed</p> <p>I can understand different types of settlement (Earl shilton, Leicester, London),</p> <p>I can describe the River Thames</p>	<p>I know where key rivers of the world are</p> <p>I can identify the key stages of a river.</p> <p>I know why some plants only grow in some places.</p> <p>I know where key rivers and mountains are (the Amazon River, Brazil)</p> <p>I can talk about different stages of the water cycle.</p>	<p>I can identify climate zones, biomes and vegetation belts (Brazil).</p> <p>I can identify the distribution of natural resources including energy, food, minerals and water.</p> <p>I can describe and understand key aspects of physical geography, including: volcanoes and earthquakes (California, Ring of Fire)</p> <p>I can explain how volcanoes are formed.</p> <p>I can say where volcanoes are.</p> <p>I can explain how earthquakes are caused.</p>	<p>I can identify the distribution of natural resources including energy, food, minerals and water.</p> <p>I understand how economic activity including trade links across the world is affected by the distribution of natural resources (European studies)</p> <p>I can identify types of settlement and land Use.</p>
--	--	---	--	--	---	--	--

St Peter's Catholic Voluntary Academy - Progression of skills document: Geography

Topic suggestions							
Geographical Skills and Fieldwork	<p><i>National Curriculum: 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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 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.</i></p>		<p><i>National Curriculum: Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-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.</i></p>				
Topic suggestions	<p>I can use simple fieldwork and observational skills to study the geography of school and its grounds.</p> <p>I can identify landmarks and features of the local area.</p> <p>I can use aerial photographs to recognise landmarks</p> <p>I can use a simple map key</p>	<p>I can use simple compass directions (North, South, East and West).</p> <p>I can use locational and directional language (near and far; left and right]) to describe the location of features and routes on a map.</p> <p>I can create a simple map.</p> <p>I can use basic symbols in a key.</p>	<p>I can use the eight points of a compass.</p> <p>I begin can use four figure grid references.</p> <p>I can identify standard OS map symbols.</p> <p>I can read a simple key</p>	<p>I can use 8 points of the compass</p> <p>I can use four figure grid references and begin to use six-figure grid references.</p> <p>I can identify symbols and keys when using maps (including the use of Ordnance Survey maps).</p>	<p>I can use 6 figure grid references</p> <p>I can create sketch maps, plans and graphs.</p> <p>I can use digital technologies to create a map.</p> <p>I can use digital/computer mapping to locate countries and describe features studied.</p>	<p>I can use maps, atlases, globes with confidence.</p> <p>I can use digital/computer mapping to locate countries and describe features studied.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	

St Peter's Catholic Voluntary Academy - Progression of skills document: Geography

--	--	--	--	--	--	--	--