



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

2	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> • A route on a map. • Use a plan view. • Use an infant atlas to locate places. • To spatially match places (e.g. recognise UK on a small scale and larger scale map) • Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> • Follow directions (as yr 1 and including NSWE) • A map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • To understand the need for a key. • Use class agreed symbols to make a simple key. • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas • Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -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 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
1	<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Investigate their Surroundings • Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> • Use a simple picture map to move around the school; • Recognise that it is about a place. • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. • Picture maps and globes 	<ul style="list-style-type: none"> • Follow directions (Up, down, left/right, forwards/backwards) • Use picture maps of imaginary places and from stories. • Create own symbols on imaginary map. • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Draw around objects to make a plan. 	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -Key physical features, including: forest, hill, mountain, soil, valley, vegetation,. -Key human features, including: city, town, village, factory, farm, house, office.
R	<ul style="list-style-type: none"> • To become familiar with their local environment through experience and discussions. • To begin to explore similarities and differences between our country and other countries. • To ask questions to extend their understanding. • To use their senses to explore their natural world and immediate environment. • To learn about some key festivals that are celebrated in other countries - Diwali, Chinese New Year etc 	<ul style="list-style-type: none"> • To use simple maps to explore their local environment. To be introduced to a variety of maps, globes, atlases etc. • To begin to explore some contrasting environments that differ from our own. • To use ICT to gather new information about our world. 	<ul style="list-style-type: none"> • To use a range of equipment - binoculars, magnifying glasses, bug catches etc. 	<ul style="list-style-type: none"> • To talk about the changes they observe in their environment - linked to seasons • To begin to use geographical language to describe their environment.