

THE QUEEN'S C OF E PRIMARY **Geography** - Progression and Skills Map



	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LOCATIONAL KNOWLEDGE	<p>PEOPLE AND COMMUNITITES</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; use key vocabulary: town, city, village, sea, beach, hill, mountain, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use key vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; 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; 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe, North and South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions and key physical and human characteristics; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
PLACE KNOWLEDGE	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines <p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary: compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, volcano. compare the UK with a contrasting country in the world; 	<ul style="list-style-type: none"> compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary: compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, volcano. compare the UK with a contrasting country in the world; 	<ul style="list-style-type: none"> understand and explore geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of Europe 	<ul style="list-style-type: none"> understand and explore geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of Eastern Europe 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of North and South American
HUMAN, PHYSICAL & ENVIRONMENTAL UNDERSTANDING	<p>THE WORLD</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> 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; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> 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; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; human geography, including: types of settlement and land use; use key vocabulary: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, climate, tropics, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes, rivers human geography, including: types of settlement and land use; use key vocabulary: climate, tropics, deforestation, evaporation, pollution, settlement, settler, site, need, shelter, food. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, 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; use key vocabulary: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, tsunamis, earthquakes 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; use key vocabulary: environmental disaster, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism,

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	<ul style="list-style-type: none"> ○ Can talk about some of the things they have observed such as plants, animals, natural and found objects. ○ Talks about why things happen and how things work. 						positive, negative, economic, social, environmental.
GEOGRAPHICAL SKILLS AND FIELDWORK	<ul style="list-style-type: none"> ○ Developing an understanding of growth, decay and changes over time. ○ Shows care and concern for living things and the environment. ○ Looks closely at similarities, differences, patterns and change. ○ ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes 	<ul style="list-style-type: none"> ○ use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; ○ use simple compass directions and locational and directional vocabulary to describe the location of features and routes on a map; ○ begin to devise simple maps; and use and construct basic symbols in a key; ○ use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; ○ begin to use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<ul style="list-style-type: none"> ○ use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; ○ use simple compass directions and locational and directional vocabulary to describe the location of features and routes on a map; ○ devise a simple map; and use and construct basic symbols in a key; ○ use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; ○ use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; ○ use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; ○ use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; ○ use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features; ○ 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. 	<ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features; ○ 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; ○ use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.