



Wallsend Jubilee Primary School

Skills Progression: Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and place knowledge	<p>State a descriptive feature of an environment i.e. it is cold</p> <p>Know that there are different countries in the world and talk about differences and similarities they have seen in photos.</p>	<p>Explain where I live and describe the features in some detail</p> <p>Talk about my school and describe the features in some detail.</p> <p>Tell my peers about places I have been in the local area</p> <p>Name special buildings and describe their function.</p> <p>Recognise similarities and differences between life in this country and other countries. E.g cold/ hot</p> <p>Describe activities in a worldwide carnival.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and its surrounding seas</p> <p>Name and locate the town and city where they live.</p> <p>Name and locate key local landmarks.</p>	<p>Name and locate the world's seven continents and five oceans</p>	<p>Name and locate counties and cities (at least 6) in the United Kingdom and their geographical regions, human and physical characteristics, key topographical features and land-use patterns.</p> <p>Understand how some of these aspects have changed over time.</p> <p>Revisit the four countries of the UK, describe where UK is located and talk about some counties, towns and cities in an atlas.</p> <p>Locate major urban areas and locate some physical environments in the UK, describing location using NSEW</p> <p>Explain the difference between British Isles, Great Britain and the UK</p>	<p>Name a number of countries in the Northern Hemisphere.</p> <p>Know which countries make up the European Union and why the UK is no longer part of this Union.</p> <p>Name capital cities of some European countries.</p>	<p>Name a number of countries in Europe, concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Understand how food is grown in many different countries because of their climate</p> <p>Know the journey of how one product gets into their home in detail.</p>	<p>Name a number of countries in the world, focusing on North and South America. Include their environmental regions, key physical and human characteristics and major cities.</p> <p>Understand 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.</p>
Human and physical geography	<p>Observe and state what the weather is like.</p>	<p>Observe the weather and predict how it might change.</p> <p>Know why some things happen in the weather i.e. it is snowing because it is cold.</p> <p>Explore vocabulary related to natural and man-made features.</p> <p>Name physical features of a beach environment.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Identify seasonal and daily weather patterns in the world and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country. (Australia)</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and contrasting settlements such as a village and a city.</p> <p>Identify and sequence a range of settlement sizes from a village to a city.</p> <p>Describe characteristics of settlements with different functions, eg coastal town</p> <p>Explain why people may be attracted to live in cities and why they may choose to live in one place and not the other.</p>	<p>Describe and understand key aspects of physical geography including: volcanoes and the water cycle.</p> <p>Describe and understand key aspects of human geography, including economic activity and trade links</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Understand how physical processes such as</p>	<p>Describe and understand key aspects of physical geography including mountains.</p> <p>Describe and understand key aspects of human geography, including economic activity including trade links</p> <p>Discuss hazards from physical environments such as an avalanche.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and earthquakes</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>Describe and understand key aspects of human geography, including economic activity including trade links, and their distribution of natural resources including energy, food, minerals and water</p>

						volcanoes erupting can cause hazards to people and describe the advantages and disadvantages of living in these areas.		
Geographical enquiry and Field work	<p>Identify a map within a group of objects</p> <p>Appropriately use resources such as magnifying glasses /binoculars in my play</p> <p>Discuss routes and locations using words like 'in front of' and 'behind'.</p> <p>Use a wider range of geographical vocabulary</p> <p>Contribute to the class weather chart</p> <p>Share with my peers and talk about places I like to go to outside of school</p> <p>learn new words to name geographical objects</p> <p>Understand there are different countries through books and experiences.</p>	<p>know that the purpose of a map.</p> <p>Draw information from a simple map.</p> <p>Give simple instructions to find something in the local area</p> <p>Find and locate areas within my immediate environment from a simple set of directions</p> <p>Select and use resources for observational skills such as magnifying glasses / binoculars to observe more closely</p> <p>Be familiar with name of road and town that school is situated in.</p> <p>Look at aerial views of the school setting and comment on simple features.</p> <p>Draw simple maps of their immediate environment.</p> <p>To contribute to the class weather chart and answer questions about it</p> <p>Understand the effect of changing seasons on the world around them.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions and directional language to describe the location of features and routes on a map.</p> <p>Draw a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Give opinions about what I like and do not like about the town I live in.</p> <p>Keep a weather chart and answer questions about the weather.</p> <p>Identify human environment features in the local area.</p> <p>Describe activities that occur in these environments using key vocabulary.</p>	<p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map; and use and construct basic symbols in a key</p> <p>Use basic geographical language to refer to physical features such as; beach, coast, ocean,</p> <p>Recognise a natural environment and describe it using key vocabulary.</p>	<p>Use maps atlases and globes to locate countries studied</p> <p>Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans</p> <p>Recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>Recognise the main land uses within Urban areas and the key characteristics of rural areas.</p> <p>Describe and compare similarities and differences between some regions.</p>	<p>Use maps atlases and globes to locate countries studied</p> <p>Use the four-figure grid references, symbols and key in an atlas.</p> <p>Use field work 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</p> <p>Describe the position of European cities using an atlas.</p> <p>Navigate an atlas by using an index</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>Locate cities, countries and regions of Europe on physical and political maps.</p> <p>Use digital/computer mapping to describe features studied</p> <p>To use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge of the Wider world</p> <p>Recognise how contours show height on a map.</p>	<p>Use digital/computer mapping to describe features studied and research factual information about features.</p> <p>Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Use field work 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 technology</p> <p>Read and compare map scales</p>

<p>Overarching geographical Vocabulary</p>	<p>EYFS</p> <p>Infront of Behind Days of the week</p>	<p>Key Stage 1</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Human Features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Key Stage 2</p> <p>In addition to KS1</p> <ul style="list-style-type: none"> • Pupils should name and extend their knowledge and understanding beyond the local area to include: County, Region, Europe, North and South America, Russia. • Pupils should use geographical vocabulary for key physical features, including: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. • Key human features, including: Settlement, land use, economic activity, trade links, distribution, natural resource, energy, minerals.
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