



# Wallsend Jubilee Primary School

## Skills Progression: Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational knowledge</b>	<p>To describe elements of my own home</p> <p>To describe elements of my school environment</p> <p>To know where I live.</p>	<p>To explain where I live and describe the features in some detail</p> <p>To talk about my school and describe the features in some detail (street view).</p> <p>To tell my peers about places I have been in the local area</p> <p>Take children out on short walks around neighbourhood and on a trip to new places.</p> <p>Name special buildings and describe their function.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and its surrounding seas</p> <p>To name and locate the town and city where I live.</p> <p>Talk about the local area, and name and locate key 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, 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.</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>Name a number of countries in the Northern Hemisphere.</p> <p>Locate some countries in Europe using a map and atlas and name the capital cities. I know which countries make up the European Union and why the UK is no longer part of this Union.</p> <p>Describe 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), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Locate cities, countries and regions of Europe on physical and political maps.</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries 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 ( including day and night)</p>
<b>Place Knowledge</b>	<p>To state a descriptive feature of an environment i.e. it is cold</p> <p>Continue to develop positive attitudes to differences between people and communities.</p> <p>Know that there are different countries in the world and talk about differences and similarities they have seen in photos.</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>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>Explain the difference between British Isles, Great Britain and the UK</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 in a European country ( Naples Italy )</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>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><b>Human and physical geography</b></p>	<p>To observe and state what the weather is like.</p> <p>To describe myself and my family</p>	<p>To observe the weather and predict how it might change.</p> <p>To know why some things happen in the weather i.e. it is snowing because it is cold.</p> <p>Recognise some environments that are different to which they live.</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>Describe and understand key aspects of human geography, including: types of settlement and land use (Stone age) and contrast 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 Study of Vesuvius</p> <p>Describe and understand key aspects of human geography, including economic activity including trade links</p>	<p>Describe and understand key aspects of physical geography including : mountains- for example describe the key physical process and resulting landscape features of a mountain region. Eg understand that regions such as The Alps is unique.</p> <p>Describe and understand key aspects of human geography, including economic activity including trade links</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and earthquakes</p>
<p><b>Geographical skills and Field work</b></p>	<p>To be able to identify a map within a group of objects</p> <p>To 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>Describe a familiar route.</p>	<p>To know that the purpose of a map is used to find something</p> <p>Draw information from a simple map.</p> <p>To give simple instructions to find something in the local area</p> <p>To 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>Familiarise children with name of road and town that school is situated in.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions ( North, South, East and West) and locations and directional language ( near and far: left and right ), to describe the location of features and routes on a map and draw a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the local area. and the key human and physical features</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>Describe the key features of a place from a picture using words like: beach, coast, ocean,</p> <p>Describe the features of an Island</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>Use maps atlases and globes to locate countries studied</p> <p>Use the four-figure grid references, symbols and key to build their knowledge of the United Kingdom</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>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>To use the eight points of a compass and six-figure grid references, symbols and key ( including the use of Ordnance Survey Maps )</p> <p>To build their knowledge of the Wider world</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>Look at aerial views of the school setting and comment on simple features.</p> <p>Draw simple maps of their immediate environment.</p>	<p>of its surrounding environment.</p>					
<p><b>Geographical knowledge and enquiry</b></p>	<p>Use a wider range of geographical vocabulary</p> <p>To contribute to the class weather chart</p> <p>To share with my peers and talk about places I like to go to outside of school</p> <p>To learn new words to name geographical objects</p> <p>Understand there are different countries through books and experiences.</p>	<p>To contribute to the class weather chart and answer questions about it</p> <p>Model words and phrases relevant to weather.</p> <p>Give opinions about what I like and dislike about places I go to.</p> <p>To talk about features of places I visit</p> <p>Learn new vocabulary and use in different contexts</p> <p>Understand the effect of changing seasons on the world around them.</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. (Rising Sun)</p> <p>Describe activities that occur in these environments using key vocabulary. For example what would you do at Rising Sun/Town/Park</p>	<p>Explain some of the main things that are in hot and cold places.</p> <p>Explain the clothes I would wear in hot and cold places</p> <p>Recognise a natural environment and describe it using key vocabulary.</p> <p>Explain how an area has been spoilt or improved and give my reasons. (Whitley bay)</p> <p>Explain the facilities that a village, town and city may need and give reasons.</p> <p>Describe what I like or dislike about a different place- (Australia)</p> <p>Describe how jobs may differ between two locations (Whitley Bay/Australia)</p>	<p>Recognise that some regions are different from others.</p> <p>Explain why some regions are different from others.</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>Understand how physical processes such as volcanoes erupting can cause hazards to people and describe the advantages and disadvantages of living in these areas.</p>	<p>Discuss hazards from physical environments such as an avalanche.</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> <p>Understand that our shopping choices have an effect on other lives of others.</p>
<p><b>Overarching geographical Vocabulary</b></p>	<p>EYFS</p> <p>Infront of</p> <p>Behind</p> <p>Days of the week</p>		<p>Key Stage 1</p> <p><b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>Human Features</b>, 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"> <li><b>Pupils should name and extend their knowledge and understanding beyond the local area to include:</b> County, Region, Europe, North and South America, Russia.</li> <li><b>Pupils should use geographical vocabulary for key physical features, including:</b> Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle.</li> <li><b>Key human features, including:</b> Settlement, land use, economic activity, trade links, distribution, natural resource, energy, minerals.</li> </ul>				

