

# Grange View C of E First School

## Geography Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4
<b>Knowledge (included in map knowledge)</b>	<p><u>Locational and place knowledge</u></p> <p>Understanding the world:</p> <p>Know about familiar aspects of the world and that we live in Widdrington that our school and home are here.</p> <p>Know about similarities and differences between themselves and others, among families, communities and traditions.</p>	<p><u>Locational knowledge</u></p> <p>Name and begin to find the world's seven continents and five oceans using a map.</p> <p>Name the four countries of the United Kingdom and begin to draw comparisons with their characteristics.</p>	<p><u>Locational knowledge</u></p> <p>Name and locate the world's seven continents and five oceans using maps, atlases and globes and labelling these on their own map.</p> <p>Name and locate the four countries and capital cities of the United Kingdom using maps and atlases, labelling these on a map and identifying their characteristics.</p> <p>Name and locate the surrounding seas of Great Britain.</p>	<p><u>Locational knowledge</u></p> <p>Begin to name and locate the world's countries focusing mainly on Europe, e.g. Marvellous mega structures. Identify our county of Northumberland and cities near us, identifying their human and physical characteristics, cities and villages as well as coast and country, understanding these can change over time.</p> <p>Begin to identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on maps and globes.</p>	<p><u>Locational knowledge</u></p> <p>Begin to name and locate some of the world's countries in Europe and North and South America e.g. Marvellous mega structures. Concentrate on key physical and human characteristics, countries, and major cities of these areas.</p> <p>Begin to name and locate counties and the main cities of the United Kingdom, using geographical regions and their identifying human and physical characteristic features: hills, mountains, coasts and rivers, understanding some of these aspects have changed over time.</p> <p>Continue to identify 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>

		<p><u>Place knowledge</u> Begin to understand that there are geographical similarities and differences found in the human and physical geography of a small area of the United Kingdom. Make a study of a non-European country and with support begin to make contrasts, e.g. European Languages Day.</p>	<p><u>Place knowledge</u> Understand geographical similarities and differences by studying the human and physical geography of a small area of the United Kingdom. Compare and contrast this with a study of a small area in a non-European country, e.g. the Arctic.</p>	<p><u>Place knowledge</u> Begin to understand simple 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 in North or South America, e.g. Mexico and Northumberland.</p>	<p><u>Place knowledge</u> Begin to understand more 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 in North or South America, e.g. the River Aln and the River Amazon.</p>
--	--	---	---	---	--

<p>Understand in geography (including vocabulary)</p>	<p>Talk about the natural world around them understanding growth, decay and changes over time. To show care and concern for the environment such as the schools outside areas. Talk about the features of their own immediate environment and how environments may differ from one another.</p> <p><u>Geographical vocabulary</u> <b>Begin to make reference to simple key physical and human features including:</b> House, school, shop, sea, land, woods, road...</p>	<p>Know the four seasons and some different weather patterns in the United Kingdom. Find the hot and cold areas of the world on a map beginning to make simple links to the Equator and the North and South Poles.</p> <p><u>Geographical vocabulary</u> <b>Begin to make reference to key physical and human features including:</b> Beach, forest, hill, mountain, sea, river, soil, season and weather, city, town, village, farm, house, harbour, shop.</p>	<p>Identify and discuss seasonal and daily weather patterns in the United Kingdom. Locate and show the hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Geographical vocabulary</u> <b>Make reference to:</b> 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 Relative map vocabulary, such as bigger, smaller, like, dislike and directional language such as near and far, up and down, left and right, forwards and backwards.</p>	<p>Begin to show an understanding of key aspects of physical and human geography including: climate, rivers, mountains, the water cycle, land use and types of settlement.</p> <p><u>Geographical vocabulary,</u> <b>Begin to make reference to:</b> Key physical features, climate zones, rivers (meander, mouth, source, oxbow), mountains, as well as the water cycle (evaporation, condensation and precipitation), Key human features, settlement and land use (site, population and situation).</p>	<p>Begin to describe their understanding of key aspects of physical geography, including: climate zones, rivers, mountains and the water cycle. Begin to describe their understanding of key aspects of human geography, including: types of settlement and land use.</p> <p><u>Geographical vocabulary,</u> <b>Begin to make reference to:</b> Key physical features, climate zones, rivers (meander, mouth, source, oxbow, estuary, erosion and deposition), mountains, as well as the water cycle (evaporation, condensation and precipitation), Key human features, settlement (e.g. urban) and land use (site, population size and type, function of a site relating to its economic and social development and situation where it is in relation to other surrounding features.</p>
---	--	---	---	---	---

<b>Geographical skills and fieldwork (equipment)</b>	<p><u>Gather information</u>  <b>Observational:</b> make observations of their environment discussing what they can see.  <b>Audio and visual:</b> with an adult take photographs of their environment.</p>	<p><u>Gather information</u>  <b>Observational:</b> begin to use basic observational skills (looking, handling and sketching), ask and respond to basic geographical questions.  Carry out a small survey of the school with support.  <b>Audio and visual:</b> begin to use a camera out in the field to help capture what has been observed, recognising that photos and video are a way of recording what has been seen and heard.  <b>Sketching:</b> begin to create simple plans using the basic features of a familiar area.  <b>Questions:</b> ask and respond to simple questions.</p>	<p><u>Gather information</u>  <b>Observational:</b> use simple fieldwork and observational skills (looking, handling, sketching and measuring) to study the geography of their school and its grounds and the key human and physical features of its surrounding environment, e.g. make a simple survey of the school/local area.  <b>Audio and visual:</b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  Recognise a photo or a video as a record of what has been seen or heard  Use a camera in the field to help to record what is seen  <b>Sketching:</b> Create plans and raw simple features in their familiar environment.  <b>Questions:</b> ask prepared questions to a familiar person.</p>	<p><u>Gather information</u>  <b>Observational:</b> use fieldwork to observe, measure, record and present the human and physical features in the local area.  Begin to use appropriate terminology, e.g. river trip.  <b>Audio and visual:</b> use digital technologies to measure, record and present fieldwork observations, e.g. cameras.  Begin to select the best views to photograph adding titles and labels and understand how a photograph provides useful evidence.  Begin to recognise features on an aerial photograph.  <b>Sketching:</b> draw sketches to present observations of the human and physical features in the local area including an explanation label.  <b>Questions:</b> ask geographical questions.</p>	<p><u>Gather information</u>  <b>Observational:</b> use fieldwork to observe, measure, record findings and present the human and physical features in the local area, e.g. river trip.  Use simple databases to present fieldwork findings.  Use appropriate terminology.  <b>Audio and visual:</b> use digital technologies to measure, record and present fieldwork observations, e.g. use a camera independently.  Select the best views to photograph adding titles and labels, giving dates and location information with an understanding of how a photograph provides useful evidence.  Identify features on an aerial photograph, digital or computer map.  <b>Sketching:</b> sketch an annotated drawing from observation of the human and physical features in the local area. Include explanation labels and indicate direction.  Draw a sketch map from a high viewpoint.  <b>Questions:</b> ask geographical questions.</p>
--	---	--	--	--	--

	<p><u>Map work</u>  <b>Directions:</b> understand moving around in their environment – forwards and backwards, up and down and use this to help them move.  <b>Using maps:</b> use photographs to identify areas in the school.</p>	<p><u>Map work</u>  <b>Compass directions:</b> have an awareness of North, South, East and West directions and use these to help describe location.  <b>Using maps:</b> begin to use a simple picture map to move around the school.  Use photographs to identify features.  Follow a simple route on a map with support.  Use world maps, atlases and globes to identify the United Kingdom, as well as the continents of the world.  <b>Making maps:</b> draw or make a simple map (e.g. using photos/pictures) of real or imaginary places (e.g. the school grounds).  Begin to construct, with support, basic symbols in a key, including appropriate symbols and pictures to represent places or features on a map.</p>	<p><u>Map work</u>  <b>Compass directions:</b> use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.  <b>Using maps:</b> use a simple picture map to move around the school.  Use photographs and maps to identify features.  Follow a simple route on a map.  Use basic symbols in a key.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of the world.  <b>Making maps:</b> draw or make a map of real or imaginary places (e.g. add detail to a sketch map from an aerial photograph).  Construct basic symbols in a key.  Include appropriate symbols and pictures to represent places or features on a map.</p>	<p><u>Map work</u>  (Build on Key stage one skills)  <b>Compass directions:</b> Use 4 figure compasses, and letter/number coordinates to identify features on a map.  <b>Using maps:</b> locate places on a range of maps including digital or computer maps and OS (at least two different scales).  Follow a route on a map and large scale map.  <b>Making maps:</b> try to make a map of a short route from an experience, with features in current order.  Begin to create a simple scale drawing.  Use standard symbols and recognise and use OS map symbols, understanding the importance of a key.</p>	<p><u>Map work</u>  <b>Compass directions:</b> use the 8 points of a compass, 4 and 6-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  <b>Using maps:</b> locate places on a range of maps, atlases and globes including digital or computer maps and OS (variety of scales).  Begin to match boundaries (e.g. find same boundary of a country on different scale maps)  Follow a route on a large scale map.  Follow a route on a map with some accuracy.  <b>Making maps:</b> make a map of a short route from an experience, with features in current order.  Create a simple scale drawing.  Use standard symbols and recognise and use OS map symbols with greater confidence, understanding the importance of a key.</p>
--	---	--	--	--	---