

### Geography Skills Progression

Geography - Place						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Remembers where objects belong Reception Understand where they live – the town and country. Understand there are different places around the world to live that would mean a different lifestyle.</p>	<p>Observe and describe the human and physical geography of a small, local area of the United Kingdom. Explore the use of a map and identify different continents.</p>	<p>Identify the countries of the UK and discuss which one we live in. Locate the equator and compare our countries distance to the equator with another country's e.g. Australia. Locate and compare the five oceans.</p>	<p>Locate and name the countries of the UK and the main cities. Compare our location to the four countries and the main cities. Use a map to locate European cities and the equator – discuss our location in comparison. Discuss longitude and latitude and compare.</p>	<p>Use a map to locate North and South America Locate seas around the world and compare &amp; discuss characteristics Discuss the locations of different settlements and the reasons behind these.</p>	<p>Locate &amp; understand significance of tropics of Cancer and Capricorn Use grid references to locate different places Locate physical geographical features using a map and aerial view. Locate towns and cities in the UK and compare.</p>	<p>Identify the location of a range of countries involved in WW2 and compare – discuss location compared to the equator, other allies/axis, tropics and the continents. Discuss biomes and vegetation belts and reasons behind these.</p>
<p><b>SEND Provision:</b></p>	<p>Photos of local area to support understanding Tour of local area Word bank to support technical language Practical maps to support – jigsaws, whiteboards, dry wipe maps etc. Interactive resources to support understanding e.g. google earth</p>					
Geography – Space & Scale						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reception Discuss how we can support living things and design a space to help them grow. Discuss what would happen if the fairy tales were set in different places and why.</p>	<p>Discuss how weather changes the way people live their lives Discuss the features of a farm and compare to a farm in a different country – why are farms where they are?</p>	<p>Identify characteristics of the four countries of the UK &amp; their capital cities – how do they impact how people live there? Use aerial photos to identify landmarks. Compare living in the UK to living in a different (extreme) country.</p>	<p>Locate and name the main countries of the UK and discuss how/why people live differently in each one. Locate European cities and the key features that impact on the way people live. Identify the features of the coast.</p>	<p>Discuss the uses of the sea – human and physical. Identify different types of settlements and discuss why people chose that location. Locate modern settlements and discuss the similarities &amp; differences.</p>	<p>Use grid references to locate countries and cities. Compare UK lifestyle to Russian lifestyle and identify reasons behind similarities/differences. Discuss how time zones impact on everyday life. Locate mountain ranges and discuss their climate – how does this impact on life there?</p>	<p>Discuss different uses of land across Britain and reasons why. Understand how coal and gas are used to produce electricity and how this is distributed. Discuss how biomes and vegetation belts impact on lifestyles. Discuss how human actions have put rainforests under threat.</p>
<p><b>SEND Provision:</b></p>	<p>Practical resources to support understanding Use outside area appropriately – to support pupils Photos to support Word banks to support with technical vocabulary Practical maps to support – jigsaws, whiteboards, dry wipe maps etc.</p>					
Geography – Environment & Interconnections						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Geography Skills Progression

<p>Nursery: Notices features of objects in their environment Comments on aspects of objects in their environment Reception Identify different areas Understand different environments Identify local environments that could support life</p>	<p>Compare weather in England and different countries Create a map of local environments</p>	<p>Compare Australian environment to a UK environment Compare locations – make connections Find information about the environment about the world's oceans.</p>	<p>Plot a route around Europe, taking into consideration environmental factors Understand coasts, mountains and hills Describe and understand earthquakes including how their environment is affected</p>	<p>Explore how food is grown in different environments and climates Locate the world's countries, focusing on their environmental regions Understand effective settlements</p>	<p>Identify similarities between UK and Russia Explore time zones Explore and explain the impact of tourism Compare the UK with an American location Understand why cities and counties are located where they are</p>	<p>Understand clean, renewable energy sources Understand how wood can be used in a local environment Understand the climate zone of a rainforest Identify how land use is used in the Amazon rainforest</p>
<p><b>SEND Provision:</b> Ensure visual supports to enable clear comparisons Scaffolds to support with maps Word bank to support with technical vocabulary Practical maps to support – jigsaws, whiteboards, dry wipe maps etc. Videos to support with route planning.</p>						

Geography – Physical & Human Processes

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Makes observations of physical processes and explains some changes Reception Compare our town to extreme differences and discuss what makes them so different.</p>	<p>Children know about similarities and differences between and among communities and traditions. Identify seasonal/daily weather patterns in the UK Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>Begin to identify the characteristics of the 4 countries in the UK. Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country</p>	<p>Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. Also understanding Volcanoes and earthquakes, looking at plate tectonics Apply knowledge to identifying main cities across the UK.</p>	<p>Begin to describe and understand key aspects of physical geography including rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Describe and understand key aspects of types of settlements in modern Britain: villages, towns, cities.</p>	<p>Use knowledge learnt in KS2 so far to compare physical and human geographical features in two cities in different continents. Discuss why similarities and difference are there. With support, describe and understand key aspects of physical geography including coasts.</p>	<p>Independently, describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Understand how physical geography can support modern life e.g. fossil fuels and apply this knowledge.</p>
<p><b>SEND Provision:</b> Photos and videos to support understanding of differences Checklist to support understanding of similarities and difference Visuals and word banks to support technical vocabulary Class trips to support understanding of settlements and communities.</p>						

Geography - Fieldwork

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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High Expectations lead to High Achievers

Geography Skills Progression

<p><b>Nursery:</b> Can talk about some of the things they have observed in animals, plants or nature</p> <p><b>Reception:</b> Pupils to explore their school environment and create maps of the Reception area. Pupils to discuss the difference features in their school environment.</p>	<p>To monitor the seasonal changes throughout the year. To explore the school environment, creating maps from the whole school to then follow.</p> <p>Begin to look at a wider range of geographical features e.g. off school site</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p>	<p>To begin to apply their geographical skills when completing fieldwork e.g. use of simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p>	<p>Apply their geographical skills when completing fieldwork, with little support e.g. Use the eight points of a compass, four figure grid references, symbols and key</p> <p>Begin to use fieldwork to gather data about the geographical subject they are studying e.g. coastal data.</p>	<p>With some support, use fieldwork to observe, measure and record 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>With some support, answer a geographical question using fieldwork to research.</p>	<p>Use fieldwork to observe, measure and record 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>Use fieldwork to research a geographical question independently.</p> <p>Confidently apply their geographical skills when completing fieldwork</p>	<p>Confidently use fieldwork to observe, measure and record 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>Use fieldwork to research a geographical question independently.</p>
<p><b>SEND Provision:</b></p>	<p>Fieldwork used to support understand appropriately Consider fieldwork completed based on pupils needs.</p>					