

Villiers Primary School Geography Skills Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge					
<p>Name and locate local town on a map of the UK.</p> <p>Investigate their surroundings</p> <p>Identify the four countries making up the United Kingdom.</p> <p>Point out the north pole and south pole are on a globe or atlas.</p> <p>Make simple comparisons between features of different places.</p>	<p>Build on KS1 knowledge – Describe where countries are in relation to the North and South pole.</p> <p>Name, locate and identify the four countries of the United Kingdom and its surrounding seas.</p> <p>Identify the capital cities of these places. Identify the characteristics of the countries and capital cities.</p> <p>Name the continents of the world and find them in an atlas/on a map or globe. Name the world's oceans and find them in an atlas/on a map or globe.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Compare different regions in UK.</p> <p>Locate and name the main counties and cities in England.</p> <p>Name geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Linking with History, compare land use maps of UK from past with</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 other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate the world's countries, using maps focussing on North or South America concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Locate and name principal cities.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>Linking with local History, map how land use has changed in local area over time.</p>	<p>Locate the world's countries, using maps focussing on North or South America concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>

	<p>Point out where the equator is.</p> <p>Discuss which places are hot and cold based on their position near the equator.</p> <p>Know where Africa is in comparison to the equator.</p>	<p>the present, focusing on land use.</p>		<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand how these features have changed over time.</p>	
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Place Knowledge

<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in a European country – Rome, Italy.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	
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Human and physical geography					
<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical and human features of their school and its grounds and of the surrounding environment.</p> <p>Use geographical language to describe places on a world map (desert, sea, jungle)</p> <p>Explain the main features of a hot and cold place.</p> <p>Find some hot and cold places on a map.</p> <p>Explain how the weather changes with each season.</p>	<p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>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) including with a contrasting Non-European country - Kenya.</p> <p>Identify the characteristics of England, Scotland, Wales and Ireland e.g. mountains.</p> <p>Begin to describe the differences between the UK and a non-European country – Kenya.</p>	<p>Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns.</p> <p>Understand how some physical aspects have changed over time.</p> <p>List and describe types of settlements in modern Britain: villages, towns, cities.</p> <p>Describe the main human features of a well-known city.</p> <p>Describe the main features of a town.</p> <p>Explain why people are attracted to live in cities/towns.</p> <p>Explain why people may choose to live in a village rather than a city.</p> <p>Explain where and how crops are grown and how</p>	<p>Describe and understand key aspects of physical geography including coasts and rivers.</p> <p>Label the parts of a river.</p> <p>Explain how a river is formed.</p> <p>Explain how rivers change over time.</p> <p>Explain why many cities of the world are situated by rivers and why people are attracted to live by them.</p> <p>Explain why water is such a valuable commodity.</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Describe the difference between early settlements and towns today.</p> <p>Describe why certain areas appealed to settlers e.g. located by a river.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, link to work on Rainforest.</p> <p>Explain what a climate zone is.</p> <p>Explain how and why climates vary around the world.</p> <p>Compare the geographical similarities and differences of different growing climates around the world.</p> <p>Explain a biome is.</p> <p>Explain what a vegetation belt is.</p> <p>Give extended descriptions of the similarities and differences between biomes across the world.</p> <p>Give extended descriptions of the physical features of two places around the world including in South America.</p> <p>Identify, describe and explain the formation of different mountain types.</p> <p>Talk about some of the world's most famous mountains.</p>	<p>Describe and understand key aspects of physical geography including Volcanoes.</p> <p>Explain plate tectonics.</p> <p>Identify the ring of fire.</p> <p>Talk about some of the world's most famous volcanoes.</p> <p>Describe how volcanoes are created.</p> <p>Describe how volcanoes have an impact on people's lives.</p> <p>Describe and understand key aspects of physical geography including earthquakes.</p> <p>Talk about some of the world's most famous earthquakes.</p> <p>Describe how earthquakes are created.</p> <p>Describe how earthquakes have an impact on people's lives.</p>

<p>Begin to explain why they would wear different clothes at different times of the year.</p> <p>Explain what they might wear if they lived in a very hot or a very cold place.</p> <p>Name key features associated with their local area e.g. 'church, shop, and house'.</p> <p>Identify physical and human features on simple picture maps.</p>	<p>Describe a place outside Europe using geographical words e.g. 'season, weather'.</p> <p>Name key human features associated with a town or city e.g. 'factory, farm and office.</p> <p>Label images using physical geographical language.</p> <p>Describe some human features of Kenya, such as key places people visit e.g. Safari.</p>	<p>climate affects the growth of different crops. Understand how agriculture contributes to the economy.</p>	<p>Describe and understand key aspects of physical geography, the water cycle.</p>	<p>Build on Yr4 knowledge of different types of settlements –explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>Distribution of natural resources. Explain what trading is. Explain the difference between imports and exports. List some goods exported from the UK. List some goods imported to the UK. Name some countries the UK exports goods to. Name some countries the UK imports goods from. Explain what fair trading is. List some products that are fairly traded. Do they understand the impact that large companies have on the lives of their workers (Fairtrade)? Describe how goods can be the product of more than one country. Describe how trade takes place today. Describe how trade took place in Stone Age and Tudor times.</p>
Geographical Skills and Fieldwork					
<p>Teacher led enquiries, to ask and respond to simple closed questions.</p>	<p>Children encouraged to ask simple geographical</p>	<p>Begin to ask/initiate geographical questions.</p>	<p>Ask and respond to questions and offer their own ideas.</p>	<p>Begin to suggest questions for investigating.</p>	<p>Suggest questions for investigating</p>

<p>Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. Follow directions (Up, down, left/right, forwards/backwards) Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Begin to draw simple picture maps. Use a simple picture map to move around the school. Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan. Use picture maps, atlases and globes. Make observations about where things are e.g. within school or local area.</p>	<p>questions; Where is it? What's it like? Use stories, maps, pictures/photos and internet as sources of information. Make simple comparisons between features of different places. Follow directions (as yr 1 and include North, East, South and West. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use an infant atlas to locate places.</p>	<p>Use books, stories, atlases, pictures/photos and internet as sources of information. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Use 4 compass points to follow/give directions: use letter/no. co-ordinates to locate features on a map. Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Locate places on larger scale maps e.g. map of Europe.</p>	<p>Extend to satellite images, aerial photographs. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Use 4 compass points well: begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently. Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Draw a sketch map.</p>	<p>Begin to use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas show a country in South America) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p>Use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Use 6 figure grid refs; Use latitude and longitude on atlas maps. Draw a variety of thematic maps. Begin to draw plans of increasing complexity. Use/recognise OS map symbols. Use atlas symbols. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of</p>
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