

# The Grange Primary School Geography Skills Progression Map



<b>EYFS ELG</b>	Understanding the World People, Culture and Communities The Natural World	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>			
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>					
<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p> <p>Make simple maps and plans e.g. pictorial place in a story</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 simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>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>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer</p>	<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Measure straight line distances using the appropriate scale</p> <p>Explore features on OS maps using 6 figure grid references</p> <p>Draw accurate maps with more complex keys</p> <p>Plan the steps and strategies for an enquiry</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

	to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Make more detailed fieldwork sketches/ diagrams Use fieldwork instruments e.g. camera, rain gauge</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass</p> <p>Make plans and maps using symbols and keys</p>			
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## Locational Knowledge

Understand how some places are linked to other places e.g. roads, trains	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>Identify where counties are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK.</p>	<p>Recognise the different shapes of continents</p> <p>Demonstrate knowledge of features about places around him/ her and beyond the UK</p> <p>Identify where countries are within Europe; including Russia</p> <p>Recognise that people have differing quality of life living in different locations and environments Know how the locality is set within a wider geographical context</p>	<p>Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including day and night</p> <p>Recognise the different shapes of countries</p> <p>Identify the physical characteristics and key topographical features of the countries within North America</p> <p>Know about the wider context of places e.g. county, region and country</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify 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>
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## Human and Physical Geography

	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Identify physical and human features of the locality Explain about weather conditions / patterns around the UK and parts of Europe	Describe human features of UK regions, cities and /or counties Understand the effect of landscape features on the development of a locality Describe how people have been affected	<p>Understand about world weather patterns around the World and relate these to climate zones Know how rivers erode, transport and deposit materials</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>Understand how humans affect the environment over time</p>	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers & mountains. volcanoes and earthquakes, and the water cycle
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	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		<p>by changes in the environment</p> <p>Explain about key natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world</p>	<p>Know about changes to world environments over time</p> <p>Understand why people seek to manage and sustain their environment</p>	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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## Place Knowledge

<p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<p>Recognise there are similarities and differences between place</p> <p>Develop an awareness of how places relate each other</p>	<p>Know about the wider context of places - region, country</p> <p>Understand why there are similarities and differences between places</p>	Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America
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