



Geography Skills Progression

Cycle A

Curriculum Aims

Children will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so that they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.

Locational knowledge - children will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.

Place knowledge - children will learn how to compare and contrast places, regions and countries according to key physical and human features. Navigation – children will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.

Fieldwork - children will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.

Human geography - children will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Physical features and processes – children will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.



Early Years Foundation Stage Understanding the World

- Children will talk about where they live and how they travel to school.
- Children will know the name of the street and town they live in.
- Children will learn about their local environment.
- Children will explore, notice and describe things in their local environment.
- Children will make and record observations in the school grounds.
- Children will know that some things in our world are made naturally and some things are made by people.
- Children will be able to identify some different types of weather.



Primary Concepts

Topics	Locational Knowledge	Place Knowledge	Navigation and Map Work	Fieldwork	Human Geography	Physical Features and Processes
Class 1						
Where do I live?	I can use maps to locate the countries of the UK.	I can name and locate all of the 4 countries of the UK.	I can use simple directional language and the 4 points of the compass to describe the location of each country	I can locate the 4 countries of the UK on a map	I can describe some of the human features of each of the 4 countries of the UK, including famous manmade landmarks. I can identify the flag of each UK country	I can describe some of the physical features of each of the 4 countries of the UK, including famous natural landmarks.
Weather Experts	I can use Google Earth and maps to locate London, the countries of the UK and North America. I can use the phrases northern and southern hemispheres when comparing seasons. I can recognise and label the 7 continents and talk about their features (hot/cold).	I can describe what the weather is like in different places using a simple weather map.	I can use simple directional language and the 4 points of the compass to describe weather types on a simple weather map.	I can make and record observations in the school grounds. I can identify similarities and differences between two areas and sets of weather data.		I can explain how weather changes throughout the year and name the seasons.



<p>Let's Go On Safari! (Kenya)</p>	<p>I can identify the seven continents and five oceans of the world.</p> <p>I can identify the continent of Africa on a world map.</p> <p>I can identify the country of Kenya on a world map.</p>	<p>I can explain that countries near the equator are hotter than those nearer the North and South Poles.</p> <p>I can describe what the climate in Kenya is like.</p> <p>I can describe some of the differences between the climate in Kenya and the UK?</p>	<p>I know what the four points of a compass are.</p> <p>I can describe how to get from one place to another using compass points.</p> <p>I can locate features on a map using compass points. I can use directional language to describe where things are on a map.</p> <p>I can use the four compass points to describe where things are on</p>	<p>I can identify some animals that live in Kenya.</p>	<p>I know that there are different lifestyles and cultures within Kenya.</p> <p>I can describe the lifestyle and culture of some Kenyan people.</p> <p>I can identify similarities and differences between life in the Maasai tribe and life in the UK.</p> <p>I can identify similarities between Kenya and the UK.</p> <p>I can identify ways in which my life is similar to and different from the life of a Kenyan child</p>	<p>I can use appropriate vocabulary to describe the physical geography of Kenya.</p> <p>I can identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities.</p> <p>I can use adjectives to describe various features.</p>
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Class 2						
<p>Misty Mountain Sierra</p>	<p>I can identify the Equator, Northern and Southern hemispheres on a globe.</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p>	<p>I can describe some of the world's most famous mountains and rivers, where they are located and the features of their locations.</p>	<p>I can use the 8 points of the compass to locate famous mountains and mountain ranges in our world.</p>	<p>I can explain trends or patterns observed by making comparisons or by noting cause and consequence.</p>	<p>I can explain how physical features of a landscape influence where settlements have developed and how the land is used, for example, mountains and rivers and why many cities are situated on or close to rivers.</p>	<p>I can describe and explain the key physical features of mountains.</p> <p>I can explain the key aspects of the water cycle and the journey of a river.</p>
<p>The Journey of Food</p>	<p>I understand and can describe the trade links that enable food from around the world to be sold in the UK (world map).</p>	<p>I know that the food we eat comes from many different places around the world.</p>	<p>I can use maps to explore Fairtrade and food from around the world.</p>	<p>I can learn about farming to describe how food is grown and harvested before being sent to market</p>	<p>I can describe the way in which land in tropical biomes is being changed to enable more food to be produced.</p> <p>I know how food is produced in Mediterranean climate zones.</p> <p>I know how land is used to produce food in the UK.</p>	<p>I know how land in temperate climate zones is used to produce food.</p> <p>I know how tropical climate zones are used to produce food.</p>
<p>Modern Europe</p>	<p>I can use maps, atlases and globes to locate the world's countries, including countries of Europe (France).</p>	<p>I can describe how some places are similar and dissimilar in relation to their human and physical features (UK and a contrasting</p>	<p>I can use the 8 points of the compass to plan a journey from my town/city to another place in Europe (France).</p>	<p>I can explain trends or patterns observed by making comparisons or by noting cause and consequence.</p>	<p>I can explain the importance of ports and the role they play in trade and distributing resources around the world.</p>	<p>I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra).</p>



	I can locate features on a world map such as the Equator, Tropic of Cancer, Tropic of Capricorn, latitude, longitude, Arctic/Antarctic	country/region in Europe - France). I can explain the difference between the British Isles, Great Britain and the United Kingdom.	I can use 4-figure grid references, symbols and keys to develop my knowledge of the UK and countries in Europe (France)	I can understand similarities and differences through studying the human and physical	I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers. I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another.	I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean and valley
Class 3						
The Journey of a River	I can locate the town and region where I live on a UK map. I can name and locate on a world map the most famous ports. I can name and locate many of the world's most famous rivers on a world map.	I can describe how some places are similar and dissimilar in relation to their human and physical features (within the UK).	I can create maps and plan routes using the 8 points of the compass – in the local area. I can use Ordnance Survey maps to explore the local area and identify key features. I can use grid references on a map	I can present findings from fieldwork using graphs and charts and explain my findings (river study).	I understand how settlements have changed over time. I can explain why rivers are important to cities and how we use them to trade. I know what import and export is. I know why ports are important and the role that play in distributing goods around the world	I can identify and explain the different parts of a river and how it may have changed over time. I know why rivers are important to wildlife and farming



<p>The Amazon Rainforest</p>	<p>I can use maps, atlases and globes to locate the world's countries, including countries of South America.</p> <p>I can locate features on a world map such as the Equator, Tropic of Cancer and Tropic of Capricorn, latitude, longitude, Arctic/Antarctic Circles and time zones etc.</p>	<p>I can describe how some places are similar and dissimilar in relation to their human and physical features (including a region in South America)</p>	<p>I can use 4- and 6-figure grid references to locate places and features on maps, including Ordnance Survey and world maps.</p>	<p>I can understand similarities and differences through studying the human and physical geography of a region in South America.</p>	<p>I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment.</p> <p>I understand the concept and impact of deforestation in a local and global scale.</p>	<p>I can describe and explain the key physical features of different climate zones, biomes and vegetation belts.</p> <p>I know the key features of each of the 6 main climates and landscapes (polar, Capricorn, latitude, longitude, Arctic/Antarctic Circles and time zones etc. temperate, arid, tropical, Mediterranean and tundra).</p>
<p>Made in North America (California)</p>	<p>I can locate the continent of North America on a world map.</p> <p>I can name the countries of North America. I can locate North American countries on a map</p>	<p>I can identify some different climate zones in North America.</p> <p>I can investigate the climate of a particular area.</p> <p>I can compare climates in North America..</p>	<p>I know what a capital city is. I can identify North American capital cities on maps and match them to their countries.</p> <p>I can explain why different parts of the world have different time zones.</p> <p>I can calculate the time at different locations in North America based on GMT.</p>	<p>I can use a variety of sources of information to find out about a specific North American country.</p> <p>I can select appropriate facts, figures and images to include in their work.</p> <p>I can present geographical information in a variety of ways.</p>	<p>I can explore features of different capital cities, such as language and population.</p> <p>I can compare the human geography of a region in the UK and a region in North America.</p> <p>I can use a variety of appropriate sources to find out about the human and physical</p>	<p>I know the difference between human and physical geographical features.</p> <p>I can identify and describe some geographical features of North America.</p> <p>I can describe how certain geographical features are formed.</p>



			I can calculate corresponding times within different locations in North America.		geography of a region.	I can compare the physical geography of a region in the UK and a region in North America.
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