GEOGRAPHY PROGRESSION OF SKILLS MAP

Pinner Wood School

Progression of skills	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
People, Culture and communities	-Shows interest in different occupations -Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos	-Is able to draw information from a simple map -Recognises some similarities and differences between life in this country and life in other countries - Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) - Is able to 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 (ELG)						

The Natural World	-Uses all his/her senses in hands-on exploration of natural materials - Explores collections of materials with similar and/or different properties - Talks about what he/she sees, using a wide vocabulary - Is beginning to understand the need to respect and care for the natural environment and all living things	- Explores the natural world around him/her - Describes what he/she can see, hear and feel whilst outside - Recognises some environments that are different to the one in which he/she lives - Understands the effect of changing seasons on the natural world around him/her - Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her						

		experiences and what has been read in class (ELG) - Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)						
			Geographical Skills and Fieldwork - Ask simple geographical questions e.g. What is it like to live in this place - Use simple observational skills to study the geography of the school and its grounds - Use simple maps of the local area E.g. large scale, pictorial etc.	**Geographical Skills and Fieldwork** - 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 - Use simple compass directions (North, South, East and West) and locational and directional	**Geographical Skills and Fieldwork** - 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? - Analyse evidence and draw conclusions E.g. make comparisons between locations	**Geographical Skills and Fieldwork** - 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	**Geographical Skills and Fieldwork** - 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.	**Geographical Skills and Fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build

			- Use locational and directional language (E.g. near and far; left and right) to describe the location of features and routes - Make simple maps and plans E.g. pictorial place in a story.	language E.g. near and far; left and right, to describe the location of features and routes on a map - 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 - 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	using aerial photos/picture, population, temperatures etc. - Recognise that different people hold different views about an issue and begin to understand some of the reasons why - Communicate findings in ways appropriate to the task or for the audience - Understand and use a widening range of geographical terms E.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc - Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil,	the appropriate scale - Explore features on OS maps using 6 figure grid references - Draw accurate maps with more complex keys - Plan the steps and strategies for an enquiry		his/her knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • Understand and use a widening range of geographical terms E.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. • Use maps, charts etc. to support decision making about the location of places E.g. new bypass

					mountain, port, harbour, factory, office - Make more detailed fieldwork sketches/diagrams Use fieldwork instruments E.g. camera, rain gauge - Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features - Use four figure grid references. -Use the 8 points of a compass - Make plans and maps using symbols and keys			
			- Understand how some places are linked to other places e.g. roads, trains	- Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of	- Identify where the counties are within the UK and the key topographical features - Name and locate the cities of the UK	- Recognise the different shapes of continents - Demonstrate knowledge of features about places around him/her and beyond the UK	- Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night	- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their

				the United Kingdom - Name, locate and identify characteristics of the seas surrounding the United Kingdom.		- Identify where countries are within Europe; including Russia - 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	- Recognise the different shapes of countries - Identify the physical characteristics and key topographical features of the countries within North America - Know about the wider context of places e.g. county, region and country - Know and describe where a variety of places are in relation to physical and human features - 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.	environmental regions, key physical and human characteristics, countries and major cities. - 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), and land-use patterns; and understand how some of these aspects have changed over time. - 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)
			- Describe seasonal weather changes	- 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 - 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.	-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 by changes in the environment - Explain about key natural resources e.g. water in the locality - Explore weather patterns around parts of the world	- Understand about weather patterns around the world and relate these to climate zones - Know how rivers erode, transport and deposit materials - Know about the physical features of coasts and begin to understand erosion and deposition - Understand how humans affect the environment over time - Know about changes to world environments over time	- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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,

				Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.			- Understand why people seek to manage and sustain their environment.	food, minerals and water
Place Knowledge			- Name, describe and compare familiar places - Link their homes with other places in their local community - Know about some present changes that are happening in the local environment e.g. at school - Suggest ideas for improving the school environment	- 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	- Recognise there are similarities and differences between places - Develop and awareness of how places relate to each other	-Know about the wider context of places – region, country - Understand why there are similarities and differences between places	- 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, a region in a European country, and a region within North or South America
Key Vocabulary			**<u>Local Area</u>** England, Pinner, Pinner Wood School, building,	**<u>Hot and Cold Places</u>** Hot, cold, equator, adaptation, North Pole, South Pole,	**<u>United Kingdom</u>** Ben Nevis, English Channel, Europe, Ireland, Irish Sea, North Sea, Great	**<u>Europe</u>** Capital, continent, country, human geography, major city, physical	**<u>Climate Zones</u>** Arid, Mediterranean, temperate, tropical, polar,	**<u>South America</u>** Amazon Basin, Bolivia, Brazil, Ecuador, Peru, Venezuela,

			map, house, street, local **Weather and Seasons** Antarctica, Earth, My School, rain, season, snow, sunshine, temperature, wind, Arctic, inside, outside, polar. **United Kingdom** England, Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff	climate, location, earth **Contrasting Locality Zambia** Africa, Southern Afirca, Mugurameno, river Zambezi, farming, crops **Around the World** Australia, Brazil, China, Egypt, France, India, Spain, United States of America, atlas, continent, globe, human, ocean, physical, human, east, hemisphere, north, south, west, South pole, North Pole, ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Antarctica, Africa, Asia, Europe, North	Britain, Greater London, coastline, development, economy, industry, landmark, offshore, onshore. **Mountains** Ben Nevis, Himalayas, Mount Snowdon, Pacific Ring of Fire, Scafell Pike, Slieve Donard, alpine, avalanche, landform, slope, summit, valley, altitude, height above sea level, dome mountains, fault-block mountains, fire mountains, fold mountains. **Asia: India** Aerial view, key, landmark, local, map view, planning department, scale bar, grid reference, 4-	geography, territory, border, flag, language. **Rainforests** Amazon River, Democratic Republic of Congo, Lake Tanganyika, Indonesia, Manaus, River Niger, biodiversity, biome, canopy, deforestation, emergent layer, forest floor, understory, equatorial, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, ecosystem **Earthquakes** Epicentre, plate boundary, tsunami, tectonic plates, constructive, destructive, conservative, earthquake, seismometer,	meteorologist, orbit, precipitation, temperature, weather station, Equator, latitude, Northern hemisphere, Southern hemisphere, North Pole, South Pole, climate zone, weather, high pressure, low pressure **Rivers** Confluence, flood plain , meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, water cycle, environment, flooding, dam, erosion, flood management, irrigation, coastal **Local Area** Landmarks, key features, aerial	agriculture, ecosystem, food chain, humidity, river basin, volume, equatorial, international date line, longitude **Volcanos** Great African Rift Valley, Haiti, Iceland, Japan, Mauna Loa, Pacific Ring of Fire, crater, disaster, dormant, eruption, magma, tsunami, epicentre, plate boundary, dormant, active, extinct **Mapwork – lines of significance** Sketching, scale, straight line distance, distance along a road, relief, OS maps, contours, 6-figure grid reference, symbols, label, continent, country, compass point, location, measuring

				America, South America, Oceania.	point compass, land use.	Richter scale, prediction, aid, preparation	view, international, key, land use, local, national, grid reference, 16-point compass terms, region.