



The Progression of Our Geography Skills

<p>Locational Knowledge Skills</p>	<p>To understand where they live.</p>	<p>Building on their understanding of locality but now outside of the school environment, they will gain an understanding of where they live.</p> <p>An introduction to the location, identity and characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>An introduction to the continents, focusing on Asia and the location of China within that.</p>	<p>To name and locate all of the world's seven continents and five oceans.</p> <p>To name and locate the continent of Africa and the country of Kenya on the world map.</p>	<p>To 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 both in the context of UK maps and the context the UK's rivers and seas.</p> <p>To name and locate the world's countries containing rainforests, concentrating on their environmental regions, key physical and human characteristics.</p> <p>To 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</p>	<p>To locate the World's countries paying particular focus to South America and the environmental regions, key physical and human characteristics.</p> <p>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres.</p> <p>To identify the position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian Line.</p>	<p>To locate the world's countries, using maps, in Europe including Russia concentrating on their key physical and human characteristics, countries, and major cities.</p> <p>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p> <p>To 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 in the context of rivers of the world, and the context of places in Europe and the changing international borders of Europe.</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features in the context of hills and mountain ranges and in the context of power stations.</p> <p>To 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 in the context of mountain ranges. These concepts will also be explored in the context of learning about the wonders of the world and where they are located (specifically those of the Americas).</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian</p>
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				Meridian and time zones (including day and night) in the context of rainforests.			and time zones (including day and night) in the context of identifying and describing a range of places across the Americas.
Place Knowledge Skills	To investigate the school setting and grounds.	To increase their knowledge of the immediate surrounding area of Maidenhead. To increase their knowledge of the characteristics of the capital cities of the four countries of the United Kingdom. To be introduced to the concept of comparing geographical similarities and differences between the UK and China.	To understand geographical similarities and differences through studying the human and physical geography of Maidenhead, and Kenya. To be able to locate the Equator and the North and South poles.	To understand the human and physical characteristics of Berkshire, and the wider UK as a whole. To understand geographical similarities and differences through the study of human and physical geography of Berkshire woodlands and forest compared to the Rainforest. They will use key geographical vocabulary to demonstrate knowledge and understanding of	To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. To identify the position and significance of time zones (including day and night) by comparing times in different countries. To understand geographical similarities and	To 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 in the context of comparing landscapes, climates, and towns.	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in America in the context of comparing sustainability. To research sustainable practices within the local community. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and comparing human and physical features of the local area with a region of North America.



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				epicentres, shockwaves, tsunamis.	differences through the study of human and physical geography of South America.		
Human and Physical Geography Feature Knowledge Skills	<p>To begin to identify seasonal and daily weather conditions within the local area.</p> <p>To use simple language to describe the local environment.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>An introduction to using basic geographical vocabulary to refer to the weather & seasons.</p> <p>To begin to use geographical vocabulary to describe the physical and human features of the local area and the contrasting areas of China.</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use geographical vocabulary to refer to and describe weather and seasonal conditions.</p> <p>To use geographical vocabulary to describe key physical features and human features in the local area and the UK with a contrasting area of Kenya.</p>	<p>To begin to describe and understand aspects of human geography including land use and how technology facilitates local, national and global links and connections.</p> <p>To begin to understand how the UK's land use has changed over time.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.</p> <p>To begin to understand the concept and</p>	<p>To 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 in</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</p> <p>To describe and understand key aspects of physical geography in the context of the water cycle and in the context of features of rivers, and dams.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use,</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountain climates, and mountain tourism.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering and in the context of coastal features.</p> <p>To 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</p>



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				<p>importance of conservation, and the aspects of land use and how economics and trade can endanger the protection of the rainforest and lead to deforestation.</p> <p>To describe and understand key aspects of physical geography in the context of what is under the Earth's surface,</p> <p>To begin to describe and understand key physical processes, including the formation of mountains, volcanoes, and avalanches.</p>	<p>both the context of the needs of early settlers and comparing land use in different settlements.</p>	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the nuclear power generation at Chernobyl.</p>	<p>resources including energy, food, minerals and water by looking at how landscapes change over time.</p> <p>To describe and understand at where our power comes from in the context of electricity generation and distribution from UK power stations, as well as renewable and non-renewable energy sources; and in the context of conserving food, water and energy supplies.</p> <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 in the context of comparing how weather and climate across America is affected by geographical location.</p>
Skills	EYFS	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)



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<p>Map, Atlas and Globe skills.</p>	<p>To be introduced to maps and globes and understand their purpose.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom, its countries and seas.</p> <p>To be able to use a word map, atlas or globe to identify the continent of Asia, as well as China.</p>	<p>To use world maps, atlases and globes to identify all the continents and oceans.</p> <p>To name and locate the continent of Africa and the country of Kenya on the world map.</p>	<p>To use map symbols and keys to locate information.</p> <p>To use maps, atlases and globes, and digital/computer mapping to locate countries and describe features studied in the context of rainforests.</p>	<p>To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</p> <p>To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</p>	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates, as well as finding features on a map.</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles.</p>
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						the wider world by identifying landmarks shown on an Ordnance Survey map.	
Compass & Grid Reference Skills	To begin to use directional and positional language (left, right, forwards, backwards, straight on).	To use simple compass directions (North, South, East and West). To be introduced to using basic symbols & describing simple features in their own map of Oldfield & their route to school.	To use aerial photographs and plan perspectives to recognise landmarks, basic human & physical features. To be able to use a range of symbols and reference these in a key in their own map.	To 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 their knowledge of the United Kingdom and the wider world in the context of describing the position of UK cities.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. To 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 their knowledge of the United Kingdom and the wider world in the context of identifying links between settlements.	To 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 their knowledge of the United Kingdom and the wider world by planning a journey and describing routes on a map.	To select and give reasons for which method they would help them in certain tasks to help build their knowledge of the United Kingdom and the wider world.
Fieldwork Skills	To investigate and explore	To use simple fieldwork and observational skills to	To use simple fieldwork to identify the key human and physical	To use fieldwork to observe and measure the human and			Use fieldwork to observe, measure and record the



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	the school environment.	study the geography of the local area.	features of the local environment.	physical features of the local environment using sketch maps, plans and digital technologies.			human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area.
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