



Geography Skills Progression at Woodvale Primary Academy.

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Talk about different types of transport and journeys.</p> <p>Name the school and area that they live in.</p>	<p>Name and locate the four countries of the UK and their capital cities.</p> <p>Name and locate the seas surrounding the UK.</p> <p>Identify geographical characteristics of the four countries and capital cities of the UK</p> <p>Name and locate the seven continents and five oceans of the world.</p>	<p>Describe some geographical similarities and differences between the continents of the world based on their locations.</p> <p>Identify and locate the North and South Poles and the Northern and Southern Hemispheres</p> <p>Identify and locate the Equator, Arctic Circle and Antarctic Circle</p> <p>Identify and locate continents that have significant hot or cold areas and link to Poles/Equator</p>	<p>Understand the location of Northampton</p> <p>Understand that land use patterns in the UK have changed over time (Living/Settlements)</p> <p>Investigate and compare the locations of major earthquakes and volcanoes around the world and understand how these link to the location of the world's tectonic plates.</p>	<p>Identify and locate Italy using maps and compare to the location of our region.</p> <p>Locate and compare the major rivers of the world, the UK and our locality.</p> <p>Locate and compare major mountain ranges of the world and the UK.</p> <p>Describe the locations of the geographical regions of the UK, our nearby counties and major UK cities.</p>	<p>Locate the countries of Egypt and North America and use maps to identify major regions, cities and human and physical characteristics of the countries</p> <p>Identify and locate Greece using maps and compare to the location of our region.</p> <p>Name and locate the world's major biomes and vegetation belts using a world map.</p> <p>Understand that land use patterns in the UK have changed over time (farming/crops).</p>	<p>Identify and locate polar regions using maps and compare to the location of our region.</p> <p>Name and locate the world's climate zones using a world map.</p> <p>Describe, compare and evaluate the land use in the UK over time.</p> <p>Identify the locations of some of the key human and physical features of the UK.</p> <p>Identify lines of longitude and latitude on a world map.</p>

Place knowledge

<p>Know about similarities and differences in relation to places.</p> <p>Talk about features of own immediate environment and how environments may vary from one another.</p>	<p>Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p>Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p>Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, area.</p> <p>Begin to understand that geographical features can change over time.</p>	<p>Identify reasons why the places studied are significant and the people or groups who they are significant for.</p> <p>Observe and describe some geographical similarities and differences between locations studied.</p> <p>Explain the similarities and differences in the lives of children in the locations studied.</p>	<p>Make simple comparisons between some human and physical geographical features of the UK.</p> <p>Identify geographical similarities and differences between our local region and town and other UK regions and towns/cities.</p>	<p>Understand some of the effects of climate on the human and physical geography of places.</p> <p>Identify geographical similarities and differences between a region in Europe and a region of the UK.</p> <p>Understand some of the ways in which rivers affect the human and physical geography of places.</p>	<p>Suggest and evaluate reasons for geographical similarities and differences between locations.</p> <p>Understand some of the ways in which areas are affected by physical processes and human activity.</p>	<p>Describe some of the effects of economic activity and distribution of natural resources on the people who live in the places studied.</p> <p>Identify and describe geographical links (interconnections) between the range of places and processes studied.</p>
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Human and physical geography

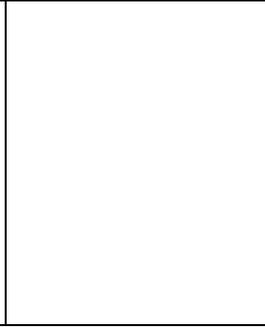
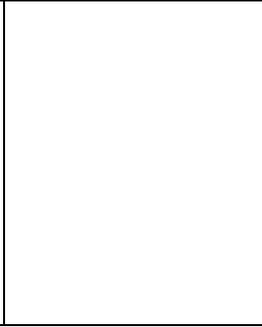
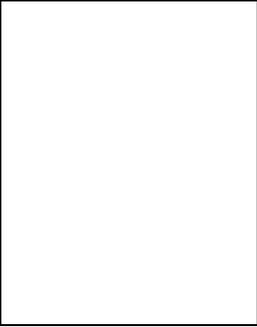
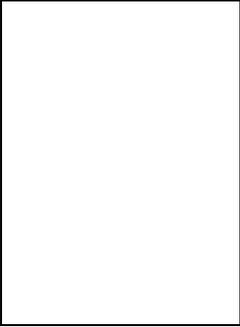
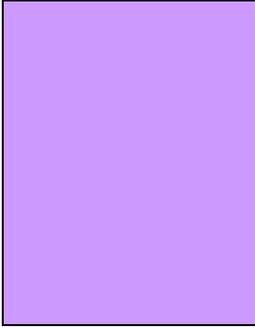
<p>Describe seasonal and daily weather changes.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p>Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</p> <p>Begin to express opinions on the features of the immediate local environment</p> <p>Use some basic geographical vocabulary to identify key human and physical features of places studied</p> <p>Identify seasonal and daily weather</p>	<p>Explain the main differences between human and physical geographical features.</p> <p>Understand and use a range of basic geographical vocabulary section of this grid) to identify key human and physical features of the places studied</p> <p>Make simple comparisons between the key human and physical features of places studied.</p> <p>Express a range of opinions on the features of areas studied and suggest improvements that could be made</p> <p>Discuss where in the world is hot and cold in</p>	<p>Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment).</p> <p>Begin to use a wider geographical vocabulary to identify, describe and compare the human and physical features of the places studied.</p> <p>Identify types and sizes of settlement found in the UK and describe the some of the characteristics of different settlements.</p> <p>Begin to understand what a volcano is and describe how a volcano can impact</p>	<p>Explain the differences between the terms 'human geography' and 'physical geography'.</p> <p>Use a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied.</p> <p>Understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth.</p> <p>Describe the key features and uses of rivers and understand how their features and uses have changed over time.</p> <p>Understand and explain how rivers can impact and change the physical</p>	<p>Investigate and describe the human and physical geography of the European region studied in depth.</p> <p>Begin to understand the links between the human and physical geography of the places studied.</p> <p>Secure and further develop the use of a wide geographic vocabular to identify, describe and compare the human and physical features of the continents, countries and regions studied.</p> <p>Understand the impact of climate zones and biomes on the human and physical geography of the areas studied.</p> <p>Identify, explain and compare the economic activity,</p>	<p>Explain how human and physical features and processes interact and cause change over time.</p> <p>Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources.</p> <p>Secure understanding of the links between the human and physical geography of the places studied.</p> <p>Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied.</p> <p>Describe and understand the concept of climate.</p>
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		patterns in the UK and explain how the weather changes with each season	relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.	the human and physical geography of a place Understand the key features of and the physical processes involved in the formation of volcanoes and earthquakes.	and human geography of the locations studied. Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world	land use and distribution of natural resources in the locations studied. Identify and understand the impacts over time of key environmental issues in the locations studied.	Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved.
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Geographical skills and fieldwork

<p>Ask simple geographical questions.</p> <p>Make simple maps.</p> <p>Describe relative position such as 'behind' or 'next to'</p> <p>Use directional language forwards, backwards, left and right.</p>	<p>Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.</p> <p>Use basic symbols in a key</p> <p>Draw own maps and plans by drawing around shapes/using own symbols</p> <p>Begin to use aerial/satellite photos and plan perspectives to recognise familiar features</p> <p>Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.</p> <p>Begin to use simple locational (e.g. near/far) and compass</p>	<p>Use world maps, globes and atlases to identify locations studied</p> <p>Devise a simple map of a place in the local area</p> <p>Use and construct basic symbols in a key</p> <p>Begin to recognise and identify basic OS symbols</p> <p>Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features</p> <p>Use first-hand observation to comment on features/patterns / similarities and begin to measure using standard units</p>	<p>Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Create a simple map e.g. of a short route followed, with symbols and a key</p> <p>Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity)</p> <p>Begin to understand the use of scale on maps</p> <p>Begin to evaluate own observations and compare them with others</p> <p>Understand the eight compass points and begin to</p>	<p>Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Draw a map (including symbols and key) from a description and compare to other maps</p> <p>Use complex keys (e.g. making estimates based on size of symbols)</p> <p>Begin to understand the purpose of contour lines on maps.</p> <p>Use scales to estimate distances e.g. along a road/river</p> <p>Know that four-figure grid references can be used to identify locations and begin to use them.</p>	<p>Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Draw to scale from given measurements/using observations and compare to other maps</p> <p>Compare and evaluate maps with different scales</p> <p>Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity)</p> <p>Begin to use six-figure grid references to identify and describe locations</p> <p>Evaluate own observations, compare them with</p>	<p>Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Explain how types of map give different perspectives/show prejudice</p> <p>Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy</p> <p>Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents)</p>
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		<p>directions/directional language (e.g. NSEW) to describe features and routes.</p> <p>Understand what a compass is and begin to use one for simple navigation.</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.</p>	<p>Use a compass (four compass points) to follow and describe routes</p> <p>Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>	<p>use them to follow routes</p> <p>Understand that there are different ways to represent geographical information and that these might inform opinions/beliefs</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>	<p>Evaluate own observations and compare them with others</p> <p>Use the eight points of a compass to follow and describe routes and identify locations</p> <p>Recognise that geographical 'facts' can vary depending on the source and begin to suggest reasons for this.</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>	<p>others and begin to draw conclusions</p> <p>Use four-figure grid references to identify and describe locations.</p> <p>Explain the usefulness, reliability and relevance of information</p> <p>Begin to understand how geographical 'facts' are often interpreted to support opinions</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>	<p>Use six figure grid references to identify and describe locations</p> <p>Evaluate own observations, compare them with others and draw conclusions</p> <p>Show awareness of the 16-point compass</p> <p>Thoughtfully organise information by relevance and begin to critique information provided by a range of sources</p> <p>Explain how geographical 'facts' are used and interpreted to support opinions and begin to understand the idea of 'tertiary' sources/data.</p> <p>Present information using age-related tables, graphs and charts,</p>
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maps and plans,
drawings and
perspectives,
posters and
diagrams and
digital
presentations.

Vocabulary
(Generic)

beach
building
city
countryside
England
farm
flag
forest
hill
house
journey
lake
land
language
local
map
mountain
park
path
people
place
pond
rainforest
river
road
sea
seasons
school
shop
town
village
weather
wood
world

autumn
building
beach
castle
church
city
cloud
cliff
coast
cold
compass
country
countryside
desert
equator
farm
forest
freezing
frosty
ground
hot
island
local area
map
misty
office
place
people
rain
route
season
snow
spring
street
summer
sunshine
symbol
temperature

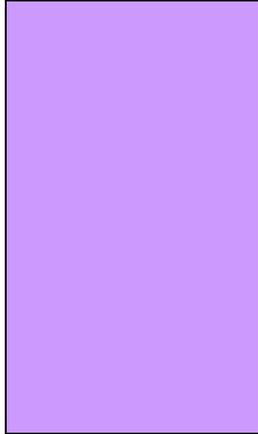
adapt
atlas
capital cities
cliff
coast
compass
continent
diagram
desert
east
England
Europe
facilities
farm
forest
globe
habitat
harbour
hill
human
island
Ireland
man-made
maps
mountain
north
oceans
photograph
physical
population
port
Scotland
seaside
south
United Kingdom
valley
Wales
west

aftershock
ash cloud
atlases
compass
contents
destination
dormant
earthquake
eruption
European countries
famous volcanoes
human features
index
Italy
landscape
land use
locality
map index
Mediterranean
mountain range
north east
north west
Northern
Hemisphere
settlement
physical feature
Pompeii
region
Rome
season
south east
south west
symbols
temperature
trade
volcano
wilderness

aerial photograph
Amazon River
atlas
avalanche
British Isles
compass – 8 points
locality
economic activity
European Union
globe
Great Britain
human features
island
key
maps
measure
mountain regions
physical features
rainfall
river bank
survey
symbols
topographical
features
trade links
water
water cycle

Egypt
climate
countries
distance
economical
features
fieldwork
graph
Greece
itinerary
journey
land use
Ordnance Survey
sketches
source
symbols
4 figure-grid
references
8 point compass

Antarctic circle
Arctic Circle
biomes
climate zones
distribution
energy
measurements
minerals
data
national resources
Ordnance Survey
physical features
scale
time zones
Tropics: Cancer &
Capricorn
vegetation belts
6 figure grid
references



thunderstorm
town
United Kingdom
vegetation
warm
weather
weather chart
wind
windy
winter

wildlife

4 figure-grid
references

