

Long Sutton Primary School- Geography Skills Progression Map

Curriculum area	FOUNDATION STAGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary	<p>Town, weather, hot, cold, soil, here, there, near, far.</p> <p>Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map.</p>	<p>Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop.</p> <p>Human geography, physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, Wales, forest, wood, North Sea, Irish Sea, The Channel, mountain, river, office, atlas, left, right</p>	<p>Developed vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert.</p> <p>Ocean, Atlantic, Pacific, Indian, continent (names included), capital, north, east, south, west, vegetation, globe, North Pole, South Pole, equator, compass, route, location, Europe.</p>	<p>Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical.</p> <p>Settlement, county, human characteristics, physical characteristics, mountain, volcanoes, geology, non- European.</p>	<p>Continue to develop vocabulary: Rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural.</p> <p>Tropic of Cancer, Tropic of Capricorn, hemisphere, northern hemisphere, southern hemisphere, climate zones, water cycle.</p>	<p>Use precise geographical vocabulary: Coastal, development, erosion, deposition, renewable, transpiration, deforestation, recycle, recyclable, sustainable, latitude, longitude.</p> <p>Ordnance survey, Greenwich time zones, meridian, eight points of a compass, grid reference, symbol, key, economic, region, distribution, trade links.</p>	<p>Be able to describe and start to explain geographical processes using the correct terminology.</p> <p>Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation, belts, tropic of Cancer and Capricorn, hemisphere, northern hemisphere, southern hemisphere.</p>
Map Skills	<p>-Provide play maps and small world equipment for children to create their own environments.</p>	<p>-Follow directions: up/down, left/right, behind/in front of. -use own symbols on imaginary maps. -use relatable vocabulary; bigger/smaller, like/unlike -draw picture maps of imaginary places and from stories. -talk about own maps.</p>	<p>-follow directions; north, east, south, west -Use class agreed symbols on simple map -Spatial matching, match the same area- e.g., continent on a larger map. -Make a representation of a real or imaginary place. _use a plan and infant atlas to help create simple maps.</p>	<p>-use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols -Spatial matching; boundary matching e.g., country boundary on a different scale map. -make a map of a short route with features in the correct order. -Use larger scale map outside/ use maps of other localities.</p>	<p>-Begin to use 4 figure grid reference to locate features on a map. -introduce need for a key and standard symbol. -Make own map of real places with increasing accuracy. - Use a variety of maps of different scales to locate places.</p>	<p>-Use 4 figure grid reference to locate features on a map. -Use 8 compass points. -Draw a map using symbols and a key with an awareness of symbols. -Measure straight line distance on a plan. -Draw a variety of thematic plans based on own data. -Compare large scale map and vertical photograph. -Select maps for a purpose.</p>	<p>-Use 6 figure grid reference to locate features on an OS map. -Use OS standard symbols. -Scale reading and drawing. -Comparison of map scales. -Draw scale plans of increasing complexity. -Follow route on small-scale OS map and describe features.</p>
Place and locational knowledge	<p>Use the local area for exploring both the built and natural environment.</p> <p>Understand the difference between natural environment and manmade.</p> <p>Know the difference between land and water.</p>	<p>Name, locate and identify characteristics of the four countries and capitals of the United Kingdom.</p> <p>Understand the difference between human and physical geography.</p>	<p>Name and locate the surrounding seas of the United Kingdom.</p> <p>Name and locate the world seven continents and five oceans.</p> <p>Understand and study the difference between human and physical geography with a study of a contrasting location.</p>	<p>Name and locate several countries in Europe including Spain, France, Italy and Germany.</p> <p>Identify capital cities of Europe.</p> <p>Name different cities of the UK and the human and physical characteristics.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperature regions.</p> <p>Make links of these regions to animal habitats.</p> <p>Locate and name the main counties and cities in England.</p>	<p>Locate the main countries in Europe and north or south America and their principal cities.</p> <p>Compare 2 different regions in the UK- rural/urban.</p> <p>Name and locate countries of the UK and their human and physical features.</p>	<p>Consolidate longitude and latitude with regard to the placement of countries.</p> <p>Identify their main environmental regions, key human and physical characteristics and major cities.</p> <p>Name and locate the key topographical features including coast, features</p>

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			<p>Know the basic compass directions- north, south, east, west.</p>	<p>Identify and locate highest mountains/ volcanoes of the world.</p> <p>Compare heights with mountains in the UK.</p> <p>Locate north and south America.</p>	<p>Locate and name the main cities in the southwest region.</p> <p>Identify the position and significance of equator, north and southern hemisphere and the tropics of cancer and Capricorn.</p> <p>Identify and locate largest deserts in the world.</p>	<p>Linking with history compare land use maps of the UK from the past with the present, focusing on land use. Specifically changes since Anglo Saxon times.</p> <p>Linking with local history map how land use has changed in the local area over time.</p> <p>Identify the position and significance of latitude and longitude and the Greenwich meridian. Link with science time zones and night and day.</p>	<p>of erosion, hills, mountain and rivers. Understand how these features have changed over time.</p> <p>Identify and locate the longest rivers in the world.</p>
Human and Physical Geography	<p>Shows care and concern for the environment.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example taking care of a flower bed or organising equipment outdoors.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features such as forest, hill, mountain, soil, valley, vegetation.</p> <p>Key human features such as city, town, village, factory, farm, house, office.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features such as, city town, village, factory, farm, office, port, harbour, shop.</p> <p>Understand why countries are hot and cold in the world in relation to the equator and the north and south poles.</p>	<p>Describe and understand key aspects of...</p> <p>Brief introduction to volcanoes and earthquakes linking to science and rock types.</p> <p>Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Types of settlements in early Britain linked to history. Why did early people choose to settle there?</p>	<p>Human geography including trade links in the pre roman and roman era.</p> <p>Describe and understand the key aspects of:</p> <p>Physical geography including coasts, rivers, and the water cycle including transpiration. Climate zones, biomes and vegetation belts.</p> <p>Types of settlements in modern Britain- villages, town, cities.</p>	<p>Describe and understand key aspects of...</p> <p>Distributions of natural resources focusing on energy- links to coal mining past.</p> <p>Types of settlements in Viking and Saxon Britain linked to history.</p>	<p>Describe and understand key aspects of...</p> <p>Physical geography including climate zones, biomes and vegetation belts- linked to rainforests.</p> <p>Fair/unfair distribution of resources- fairtrade.</p> <p>Human geography including trade between UK and Europe the rest of the world.</p>
Enquiry skills	<p>Comments and ask about aspects of their familiar world such as the place where they live of the natural world.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one to another.</p>	<p>Use resources provided and their own observations to respond to questions about places</p>	<p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location of some human</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their judgements about places.</p> <p>Offer explanations for the location of some human</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding, children select and use appropriate skills and evidence to help them initiate places and themes.</p>

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	Provide stories that help children to make sense of different environments.			and physical features in different localities.	and physical features in different localities.		Children make plausible conclusions and present their findings both graphically and in writing.
Field Work	<p>Arouse awareness of features of the environment in the setting and immediate local area- e.g., welly walks.</p> <p>Give opportunities to record findings by e.g., drawing, writing, model making or photographing.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its surrounding grounds.</p> <p>Devise a simple map of the school and playground and create simple maps of journeys around their locality.</p> <p>Use aerial photographs to investigate features of geography.</p>	<p>Plan perspectives to recognise landmarks and basic human and physical features and use and construct basic symbols in a key.</p> <p>Use simple compass direction (north, east, south, west) and location and directional language e.g., near and far, left and right, to describe the location of features and routes on a map and the key human and physical features of the environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (google earth) to locate countries and describe features studies.</p> <p>Learn the eight points of a compass, 2 figure grid references, some basic symbols and keys including ordnance survey maps to build their knowledge of the United Kingdom and the wider world.</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area, using a range of method, including sketch maps, plans, graphs and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (google earth) to locate counties and describe features studies i.e., Italy- Rome, Greece- Athens.</p> <p>Learn the eight points of a compass and 4 figure grid references.</p> <p>Use fieldwork to observe and measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>Use maps, atlases, globes and digital technologies (Google earth) to locate counties and describe the features studied.</p> <p>Use the eight pints of a compass, four figure grid references, symbols and keys including ordnance survey maps to build their knowledge of the United Kingdom in the past and present.</p> <p>Confidently use field work to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>Use maps, atlases, globes and digital technologies (google earth) to locate counties and describe the features studied.</p> <p>Extend to 6 figure grid references within teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Confidently use field work to observe, measure and record the human and physical features in the local area accurately using a range of methods including sketch maps, plans and graphs and digital technologies.</p>