

John Randall Primary School and Nursery Skills Progression: Geography

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Early Learning Goals and National Curriculum</p>	<p>ELG 14- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><u>Key stage 1</u> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u> -name and locate the world’s 7 continents and 5 oceans -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place knowledge</u> -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.</p> <p><u>Human and physical geography</u> -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.</p>		<p><u>Key stage 2</u> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u> -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. -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).</p> <p><u>Place knowledge</u> -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 in North or South America.</p> <p><u>Human and physical geography</u> -describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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.</p>			

		<p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Geographical skills and fieldwork</u></p> <p>-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.</p> <p>-use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>-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.</p> <p>-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.</p>	<p><u>Geographical skills and fieldwork</u></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-use the 8 points of a compass, 4- and 6-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</p> <p>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.</p>
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<p><u>Geographical Enquiry</u></p>	<p>Identify features in the local environment, e.g. house, farm, church, street, lamppost.</p> <p>Use photos and pictures to locate places in the local environment.</p> <p>Talk about the local environment eg, its size, weather, temperature</p>	<p>Name and describe physical and human features in the local environment.</p> <p>Use photos and simple street plans to locate places of interest in the local environment eg, shops, schools, church buildings etc</p> <p>Talk about the features of the local environment that are liked and disliked and why.</p>	<p>Sort, group and compare physical and human features in the local environment eg, physical = lakes, river, mountains, climate. Human = roads, dams, buildings,</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield ie, the next nearest town.</p> <p>Talk about and compare features of the local environment</p>	<p>Ask and respond to simple geographical questions such as: how are waterfalls formed?</p> <p>Use an increasing range of secondary sources and first-hand enquiry, e.g. travel survey counting the different varieties of vehicles on a nearby road.</p> <p>Present findings of geographical surveys using a range of simple graphs and charts eg, bar charts and pictograms.</p> <p>Talk about evidence, draw simple conclusions with reference to data collected or observed.</p>	<p>Respond to challenging geographical questions by planning a range of tasks in order to find the answers eg what type of land use is most common in the local area ie, residential, commercial, transport, educational, religious, recreational.</p> <p>Use primary and secondary sources to find information about a range of localities eg, rainfall and hours of sunshine data of two localities.</p> <p>Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.</p> <p>Present reasoned conclusions when presenting my findings with reference to evidence collected or researched.</p>	<p>Set own challenging questions when investigating geographical features and issues</p> <p>Select appropriate sources of primary (data collected first-hand) and secondary (data found from books and internet) information to support investigation.</p> <p>Select an appropriate way in which to present statistical information and findings eg, mean, mode, median, range, scatter graphs.</p> <p>Ensure that conclusions make accurate reference to the evidence presented.</p>	<p>Draw on own knowledge and understanding, suggest relevant geographical questions and issues and appropriate sequences of investigation.</p> <p>Use multiple sources of increasingly complex skills and sources of evidence and use effectively eg, first-hand, data in textbooks, data from websites.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>Present findings in a coherent way and reach conclusions that are consistent with evidence.</p>
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<p><u>Geographical skills and fieldwork</u></p>	<p>Talk about and describe features of the local environment from photos and leaflets etc.</p> <p>Label photos and pictures of the local environment, e.g. the church, river etc.</p> <p>Use simple aerial photos to identify landmarks and basic human and physical features.</p> <p>Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.</p> <p>With support identify world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Carry out a small local survey, e.g. traffic, litter, land use using tally charts to record data.</p> <p>Identify geographical features on a large scale map eg, river, mountains</p> <p>Create a simple map of a familiar location and create own symbols and a simple key to represent landmarks.</p> <p>Use simple compass directions (North, South, East, and West) to describe the location of features on a map.</p> <p>Use world maps, atlases and globes to identify world countries and oceans.</p>	<p>Carry out a local survey, e.g. traffic, litter, land use using a bar chart to visually represent the data collected.</p> <p>Identify a range of geographical features on maps eg, roads, railway tracks, rivers, mountains, low lying and elevated land etc</p> <p>Create a simple map of a familiar location using some traditional OS map symbols and a simple key to represent landmarks.</p> <p>Use the 8 points of the compass to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p>	<p>Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc.</p> <p>Use simple geographical vocabulary, e.g. country, city, climate, landscape.</p> <p>Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass.</p> <p>Plan and follow a route using an Ordnance Survey map.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK.</p>	<p>Use a range of equipment and maps to conduct fieldwork tasks. Communicate findings using geographical terms, e.g. location, land use, settlement.</p> <p>Map a route to another location in the UK using six-figure grid referencing.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Use a range of equipment and maps to conduct independent fieldwork. Communicate findings using complex terminology, e.g. erosion, delta, meander.</p> <p>Locate a city in the UK using six-figure grid referencing. Map a route to other locations in Europe and beyond.</p> <p>Plot a series of points along a route and use the scale to calculate the distance.</p> <p>Create maps of the local environment and beyond using different scales and six-figure grid referencing.</p>	<p>Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field.</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>Locate places worldwide using six figure grid referencing. Map a range of routes to worldwide locations.</p> <p>Identify the most direct, cost effective shortest route between two points or locations.</p> <p>Create maps using appropriate scales and six-figure grid referencing.</p>
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<p><u>Location and place knowledge</u></p>	<p>Talk about and describe people and places in the local area.</p> <p>Talk about similarities and differences between places, e.g. the school playground and the town park.</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Name and locate the four countries of the United Kingdom</p>	<p>Talk about and describe key features of the local area.</p> <p>Describe and compare features of known localities.</p> <p>Talk about and describe a contrasting locality in the UK compared to Madeley.</p> <p>Name and locate the four countries of the United Kingdom, capital cities and surrounding seas.</p>	<p>Talk about and compare features of the local area.</p> <p>Compare features of localities, giving reasons for their similarities and differences.</p> <p>Compare and contrast localities in the UK.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Compare and contrast the world's seven continents and five oceans.</p>	<p>Talk about and describe features of localities beyond the local area of Madeley, including a region within the United Kingdom.</p> <p>Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country)</p> <p>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop for defence eg Shrewsbury.</p> <p>Identify physical and human features within a local study and how they have changed over time.</p> <p>Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles on a World map.</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in a European country.</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p> <p>Identify physical and human features that have contributed towards the change and development of a locality.</p> <p>Explain about the way in which the physical location can determine the growth of a settlement or industry.</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn on a World map.</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</p> <p>Support reasons for the physical and human features of a location with factual evidence eg, why large Valleys can be found due to glacial erosion and why people might settle in a particular location.</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information eg, The arrival of a multinational business to Telford might change land use and create jobs which attract people to the area.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK eg, are locations found in coastal areas or the tropics. Do locations have manufacturing areas.</p> <p>Identify the position of locations using latitude and longitude and the Prime/Greenwich Meridian and time zones.</p>	<p>Extend and deepen locational knowledge and spatial awareness of the world's countries and environmental regions, including polar, temperate, tropical and hot deserts.</p> <p>Recognise and explain how physical and human processes interact to influence and change landscapes, environments and climates over time eg, increased rainfall increases erosional power of rivers which widen and alter river channels and meanders. Humans impact on climate and the Greenhouse effect.</p> <p>Describe the ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places eg, redevelopment of an area attracts people to live and work affecting its population.</p> <p>Recognise the many links and relationships that make places dependent on each other eg, workforce in surrounding areas fill jobs for local businesses.</p>
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<p><u>Human and physical</u></p>	<p>Describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p> <p>Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>Talk about and describe the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Talk about and describe features of landmarks within the locality eg, size, elevation</p> <p>Identify and describe patterns and changes within the local environment eg, amount of litter and rainfall.</p>	<p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Talk about and describe the function of features and landmarks within a locality eg, the purpose of a port.</p> <p>Describe and compare patterns and changes within the local environment eg, population, land use</p>	<p>Identify a range of simple physical processes, e.g. formation of rivers, mountains, volcanoes and earthquakes.</p> <p>Identify a range of simple human processes, e.g. types of settlement and land use.</p> <p>Identify simple geographical patterns, e.g. number and type of hotels on a seafront.</p> <p>Identify and describe the way in which physical and human processes can change the features of a locality eg, coastal erosion creating caves and stacks and building of structures alter the landscape.</p>	<p>Identify an increasing range of physical processes, e.g. climate zones and biomes.</p> <p>Identify an increasing range of human processes, e.g. economic activity including trade links.</p> <p>Give simple explanations for the location of human and physical features within a locality.</p> <p>Recognise and describe a wide range of geographical patterns eg, population size, hours of sunshine variation.</p>	<p>Identify a range of physical processes, e.g. vegetation belts and the water cycle.</p> <p>Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.</p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality.</p> <p>Compare and contrast an increasing range of geographical patterns eg, voluntary and involuntary migration.</p>	<p>Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation & coasts.</p> <p>Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources.</p> <p>Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places eg, the building of a dam affects the amount of water further down the river for other settlements.</p>
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<p><u>Sustainability</u></p>	<p>Talk about the things I like and don't like about the local environment.</p> <p>Talk about what people do in the local environment eg, their jobs.</p>	<p>Express thoughts and views about a locality.</p> <p>Talk about how people can affect the environment they live in.</p>	<p>Give reasons for thoughts and views about a locality.</p> <p>Talk about and describe how people try to improve and sustain their environment eg, litter pick, reduce traffic.</p> <p>Give reasons for local environmental issues eg, explain why cars can only travel in one direction on Madeley high street.</p>	<p>Justify reason, thoughts and views with factual information.</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment eg, fewer cars on streets leads to cleaner air and less pollution.</p> <p>Use a range of sources of evidence to explain environmental issues.</p>	<p>Talk about and give reasons for own and others views about changes to the environment.</p> <p>Talk about and describe how people's actions can damage and improve the environment.</p> <p>Talk about and describe reasons for global environmental issues eg, plastic in oceans, greenhouse effect.</p>	<p>Recognise and describe the different views that people may hold when changes are made to the environment eg, those in favour/against a housing development being built.</p> <p>Talk about and describe the ways in which groups try to manage an environment's sustainability eg, Apley Preservation society, The National Trust.</p> <p>Describe how decisions made about places and environments can impact on the lives of the people who live there both positively and negatively.</p>	<p>Recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments eg, limiting tourist visitors to a particular area of a National Park so only a small area is affected by litter and soil erosion.</p> <p>Recognise that considerations of sustainable development affect the planning and management of environments and resources eg, local councils have to consider the impact of schools, roads and hospitals when allowing housing developments to be built in a local area.</p>
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How parents can help:

Geography is the study of space, place and environment.

Geography is a way of thinking, of asking questions, and of observing and appreciating the world around us. It gives us tools we need to move about in the world, to make wise decisions about our environment, and to relate more meaningfully to people from other lands and cultures. You can help your children learn geography by offering them interesting and fun activities and by encouraging them to ask questions about their surroundings.

Everyday learning experiences

Young children learn through their senses and experiences. They touch, feel, smell, and taste things. They run and jump and climb. They play imaginary games, and they ask a million questions.

In an everyday walk, these children are beginning to understand how people relate to the Earth, how they change the environment, how weather changes the character of a place, and how one place relates to another through the movement of people, things, and ideas.

Children’s everyday play and experiences give them the basis for the geographic knowledge that they will learn in school. With just a little encouragement and some direction, young children will develop the vocabulary, awareness, and curiosity that will help them better understand and learn geography.

Activities to consider

- Read with your child — especially about other places and other people.
- Keep maps and globes around the house and let your children see you use them.
- Look and explore. Go exploring with them and become aware of your surroundings.
- Ask, ask, ask. Ask questions about what you see. Ask about shape and color and why things are located in a particular spot.
- Talk about the weather and how it changes what you wear and what you can do.
- Celebrate your own cultural heritage.
- Experiment with other cultures. Eat their food and sing their songs. Find out where in the world these cultures are found.
- Talk about where ideas, products, and people come from.
- Travel in different ways: Bus, car, bicycle, subway train. Jumping, running, climbing.
- Plan a longer journey with your child using maps or the internet eg, google maps and google street view.
- Compare any new location with your home location ie, house, street, town, country.

Talk the talk

How you talk about and relate to the world is important to your children. Help your children build accurate mental images by using the right geographic terms. For instance, say, “We’re travelling up Madeley high Street,” or “East to Dawley to see Grandad.” Many words used in geography are everyday words. But, like any other field of learning, geography has a vocabulary of its own.

Use maps as often as possible. As you plan outings and trips, as you watch television shows, or read stories to your children, keep a map close by. Children who grow up around maps and atlases are more likely to get the “map habit” than those who don’t. So, get a good atlas, as well as a dictionary.

