



Micklands Primary School

Progression in learning - Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	<p>Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.</p> <p>Know where I live.</p>	<p>Name and locate the four countries of the UK and their capital cities.</p> <p>Name and locate the seas that surround the UK.</p> <p>Draw and label pictures to show location.</p>	<p>Name and locate the 7 continents.</p> <p>Name and locate the 5 oceans using maps and globes.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic.</p> <p>Make predictions about where the hottest places in the world are</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest</p>	<p>Use an index to locate countries, cities and landmarks using an atlas. (Focus on European countries)</p> <p>Locate countries, cities and landmarks using digital maps.</p>	<p>Locate world's countries, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (Focus on South America)</p> <p>Describe their location in relation to the equator, tropics, hemispheres and the poles.</p> <p>Suggest reasons for their location.</p>	<p>Locate physical geographical features on a map.</p> <p>Identify different counties in the UK.</p> <p>Describe their location in relation to land use and look for patterns in the locations.</p>	<p>Select the most effective form of map or mapping tool for the purpose (Focus on North America)</p> <p>Understand how time zones are shown on a map.</p> <p>Compare maps over time.</p>
Place Knowledge	<p>Ask questions about what it is like in another country.</p>	<p>Retell what it is like in another country.</p>	<p>Make comparisons between the UK and</p>	<p>Compare both physical and humans</p>	<p>Understand geographical similarities and</p>	<p>Describe how physical geography influences the day to</p>	<p>Discuss how people are influenced by both physical and</p>

	<p>Show my knowledge of other countries through role play, small world and art work.</p>	<p>Express own views about a place, people and environment.</p>	<p>life in another country.</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p>	<p>features of England and Egypt.</p> <p>Describe how people can both improve and damage an environment.</p> <p>Understand geographical similarities and differences through the study of human and physical differences between the river Thames and the River Nile.</p> <p>Identify features of a place using aerial photographs.</p> <p>Make maps with a key using common OS symbols.</p>	<p>differences through the study of human and physical geography of a region with South America.</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>day life of inhabitants of an area.</p>	<p>human geography on a local, national and global scale.</p>
<p>Physical Geography</p>	<p>Use everyday vocabulary to name common physical features.</p> <p>Express knowledge of physical features through small world and role play.</p> <p>Observe and talk about the seasons and weather.</p>	<p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Ask questions about the weather and seasons.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and</p>	<p>Understand that different countries have different climates.</p> <p>(MOVE TO VOCAB)</p> <p>Use basic geographical vocab to refer to key physical features, including: cliff, hill, ocean, soil, valley, vegetation</p>	<p>Locate rivers in UK and Egypt.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>Ask and answer questions about rivers.</p> <p>Describe the journey of a river from source to sea.</p>	<p>Describe how physical geographical features are formed.</p> <p>Be able to say what weather and vegetation is related to these and begin to give reasons why.</p> <p>Describe the water cycle.</p>	<p>Describe the different climate zones and vegetation belts on a global scale.</p> <p>Explain how a volcano is formed and what causes an eruption</p>	<p>Describe how geographical features change over time.</p> <p>Explain what causes an earthquake.</p>

		<p>activities e.g. winter = coat, summer = t-shirts.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river</p>					
Human Geography	<p>Show respect of different cultures.</p> <p>Express knowledge of human features through small world and role play.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village.</p>	<p>(MOVE TO VOCAB) Use basic geographical vocab to refer to key human features, including: factory, farm, house, office, port, harbour and shop.</p>	<p>Explain how humans use physical geographical features for a variety of purposes.</p>	<p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK.</p> <p>Compare different types of settlements and land use.</p> <p>Recognise that our choices impact the lives of other people.</p>	<p>Describe how humans are impacted both positively and negatively by physical features.</p> <p>Recognise that humans can have some control over physical features.</p>	<p>Describe 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>Analyse the positive and negative impact of a human change on both a local and global scale.</p>
Geography Skills and Fieldwork	<p>Observe closely what is around me and make comments on what I see.</p> <p>Explore maps and globes and understand what they are for.</p>	<p>Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)</p> <p>Make a simple map.</p>	<p>Use the four compass points to say simple directions.</p> <p>Use locational and directional language to describe the location of features</p>	<p>Ask and respond to questions about places and the environment making comparisons.</p> <p>Offer explanations for the location of human and physical</p>	<p>Begin to use latitude and longitude to describe location</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>Use 6 figure grid references.</p> <p>Explain what data, which has either been collected or researched, shows and the impact of it.</p>	<p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local</p>

	<p>Use positional and directional language.</p> <p>Show care and concern for their environment.</p>	<p>Note interesting things in the local area.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p>	<p>and routes on a map.</p> <p>Observe and record information about the local area</p> <p>Draw own maps, include a key on a map using my own symbols.</p> <p>Recognise a familiar place from aerial photos.</p>	<p>features in different localities.</p> <p>Follow a journey using computer mapping – Google Maps / Geocaching.</p> <p>Collect and present data using observations.</p>	<p>describe features studied.</p> <p>Use the eight points of a compass</p> <p>Use four figure grid references</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 mapping technologies.</p>	<p>Use less common OS symbols to show geographical features.</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>	<p>area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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