

## St Bernadette's Catholic Primary School

### Skills Progression for Geography

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Create books and displays about children's families around the world, or holidays they have been on.	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Autumn	<b>Identify and describe features in the local environment, e.g. house, farm, church.</b> The Farm  Use photos and pictures to locate places in the local environment. The Farm  Talk about the local environment. The Farm	<b>Name and describe physical and human features in the local environment.</b> <i>International week?</i>  Use photos and simple street plans to find places in the local environment. London  Talk about features of the local environment that are liked and disliked. London <i>International week?</i>	Sort, group and compare physical and human features in the local environment. Yardley  <b>Use maps and simple street plans to locate places and features in the locality and further afield.</b> Evacuation  Talk about and compare features of the local environment. Yardley  Present findings using a range of simple graphs and charts.  Talk about evidence and draw simple conclusions.	Ask and respond to simple geographical questions. The Romans  Use an increasing range of secondary sources and first-hand enquiry, e.g. surveys.	Respond to challenging geographical questions by planning a range of tasks in order to find the answers. Ancient Egyptians  Use primary and secondary sources to find information about a range of localities. Ancient Egyptians	Set own challenging questions when investigating geographical features and issues. Mayans  <b>Select appropriate sources of primary and secondary information to support investigation.</b> Mayans
Geographical Skills & Fieldwork		Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Autumn	Talk about and describe features of the local environment from photos and leaflets etc. A Day in the Life  Label photos and pictures of the local environment,	Carry out a small local survey, e.g. traffic, litter, land use. <i>International week?</i>  Identify geographical features on a large scale map. London	Identify a range of geographical features on maps. Yardley  Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Sustainability	Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc.  Use simple geographical vocabulary, e.g. country, city, climate, landscape. The Anglo-Saxons	Conduct fieldwork tasks. Ancient Egyptians  Communicate findings using geographical terms, e.g. location, land use, settlement. Ancient Egyptians The CW	Use a range of equipment and maps to conduct independent fieldwork.  <b>Locate counties and cities in the UK using six-figure grid referencing.</b> Titanic

		<p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p>	<p>e.g. the church, river etc. The Farm Use simple aerial photos to identify landmarks and basic human and physical features. The Farm</p> <p>Use 'left', right', 'forwards' and 'back' to describe the location of features and routes on a map. The Farm</p> <p>Use world maps, atlases and globes to identify world countries, continents and oceans Homes</p>	<p>Children can devise a simple map and use and construct basic symbols in a key London</p> <p>Use simple compass directions (North, South, East, and West) to describe the location of features on a map. Helping others London</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Space London Helping others</p>	<p>Use the 8 points of the compass to describe the location of features and routes on a map. Yardley</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc. Evacuation</p>	<p>Use world maps, atlases and globes and digital/computer mapping to locate towns/counties and cities in the UK The Anglo-Saxons</p>	<p>Use maps of the local environment and beyond recognising conventional symbols, a key and four-figure grid referencing. Ancient Egyptians</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied Ancient Egyptians Ancient Greeks The CW</p>	<p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Independent project during production?</p>
Location & Place Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Familiarise children with the name of the road, and or village/town/city the school is located in. Autumn</p> <p>Teach children about places in the world that contrast with locations they know well.</p>	<p>Talk about and describe places in the local area. The Farm</p> <p>Name the world's seven continents and five oceans Homes</p>	<p>Talk about and describe key features of the local area. London International week?</p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas London</p> <p>Locate the world's seven continents and five oceans Space London</p>	<p>Talk about and compare features of the local area. Yardley</p> <p>Compare features of localities, giving reasons for their similarities and differences. Yardley</p>	<p>Children can name and locate counties and cities of the United Kingdom The Anglo-Saxons</p> <p>Describe and compare contrasting locations within and beyond the UK. (A contrasting non-European country – Covered in international week). International week</p> <p>Suggest reasons for the location of towns and settlements in a</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in a European country. Ancient Egyptians Ancient Greeks</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn. Ancient Greeks The CW</p> <p>Identify the Northern and</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. Mayans Titanic</p> <p>Support reasons for the physical and human features of a location with factual evidence. Mayans</p>

				Helping others		<p><b>particular place, e.g. next to a river, on a hilltop.</b> The Anglo-Saxons and Vikings</p>	<p><b>Southern Hemispheres and the Arctic and Antarctic Circles</b> The CW</p> <p><b>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone</b> The CW</p>	
Human and Physical	Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.	Use relevant, specific vocabulary to describe contrasting locations.	<p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. The seaside</p> <p>Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop The seaside</p> <p>Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK The seaside</p>		Use simple Geographical words to describe the human and physical features of a local area. Evacuation	<p>Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes. The Romans (also covered in Y5 The CW)</p> <p><b>Identify a range of simple human processes, e.g. types of settlement and land use.</b> The Anglo-Saxons</p>	<p>Identify an increasing range of physical processes, e.g. climate zones and biomes. Ancient Greeks The CW</p> <p><b>Identify a range of physical processes, e.g. vegetation belts and the water cycle</b> Ancient Egyptians The CW</p> <p>Identify an increasing range of human processes, e.g. economic activity including trade links. Ancient Egyptians</p> <p>Give simple explanations for the location of human and physical features within a locality.</p>	<p>Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water. This is covered in Y5 but possibly could do with a little more in Y6</p>

							<p>Ancient Greeks</p> <p><b>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</b> Ancient Greeks The CW</p> <p>Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water. The CW</p>	
Sustainability	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		<p>Talk about what people do within an environment. The seaside</p>	<p>Express thoughts and views about a locality. London International week?</p> <p>Talk about how people can affect the environment they live in International week?</p>	<p>Give reasons for thoughts and views about a locality. Yardley</p> <p><b>Talk about how people can affect the environment they live in</b> Sustainability</p> <p><b>Discuss environmental issues.</b> Sustainability</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment. Sustainability</p>		<p>Talk about and give reasons for own and others views about changes to the environment. Ancient Egyptians The CW</p> <p>Talk about and describe reasons for global environmental issues. The CW</p>	