



St Bartholomew's Primary School – Geography – *Progression of skills*

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	Discuss what is the boundary in both Forest School sites. Walk the perimeter and be aware of obstacles and hazards. Relate the boundary to base camp.	Name and locate local town and places in the local area.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	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 other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.



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Place Knowledge	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p> <p>Look at the path ways in Forest School. Are they bumpy/slippy etc. How did they get like that Human/animal.</p>	<p>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 non-European country.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>



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Human and Physical Geography	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>Discussions about weather at the beginning of each session. These include how it feels/What you can hear.</p> <p>Discussions of the changing seasons and how it affects the environment.</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p>	<p>Describe and understand key aspects of physical geography including: key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of physical geography including: coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of physical geography including: volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p>



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Geographical Skills and Fieldwork	Look at soil structure while digging. Mud making and watering. Use maps and compasses to find NSEW.	Use maps, atlases and globes to identify the continents and oceans studied at this key stage.	Use world maps, atlases and globes to identify the United Kingdom and its countries.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
	Create a map of Forest school using found objects.	Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.	Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	Use the eight points of a compass, four and six-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.	Learn the eight points of a compass, and four-figure grid references.	Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Extend to 6 figure grid references with teaching of latitude and longitude in depth.
	Create a map of the journey from Forest school to home.	Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.	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.	Use fieldwork to observe, 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.	Use fieldwork to observe, 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.	Use fieldwork to observe, 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.	Expand map skills to include non-UK countries.
	Use directional language and prepositions to describe place.	Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.				Use fieldwork to observe, 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.