

Geography Cycle A -Progression In Skills

Skill Set	Years 1 and 2	Year 3 and 4	Years 5 and 6
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Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.

Children develop knowledge to enable them to;

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and key physical and human geographical features accurately on maps also becomes a focus.

Children develop knowledge to enable them to;

- locate the world's countries using maps concentrating on environmental regions and key physical and human characteristics of China.
- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,;
- use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.

Children begin to explore South America and Africa using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

Children begin to develop contextual knowledge of the location of globally significant places develop their understanding of recognising and identifying key physical and human geographical features of the world.

Children develop knowledge to enable them to;

- use maps to locate the world's countries with a focus on 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, identifying their physical features, comparing to South America .
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, coordinates, latitude, longitude, continent, country, city.

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Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> compare Bloxwich (Walsall) with Weston-Super-Mare use key vocabulary to demonstrate knowledge and understanding in this strand: coast, beach, sea, capital city, country, population, weather, similarities, differences. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography and physical geography of a region of the United Kingdom; explore the similarities and differences, comparing the human geography and physical geography of Bloxwich (Walsall) to China. use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, landscape, feature, population, tourism. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and South America; use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, South America, physical features, climate, human geography, land use, settlement, economy, natural resources, tourism, physical geography, conservation, deforestation, fair trade.

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Human and Physical Geography	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom. • use basic geographical vocabulary to refer to key physical features, including: beach, desert, bush, coast, forest, hill, mountain, sea, ocean, river, vegetation, season and weather; • use basic geographical vocabulary to refer to key human features, including: city, town, farm, house. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>Children develop knowledge to enable them to;</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, desert areas in Egypt, mountainous regions in China. • human geography, including: types of settlement and land use; • use key vocabulary to demonstrate knowledge and understanding in this strand: tourism River Nile, Aswan Dam 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human and physical geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p> <p>Children develop knowledge to enable them to;</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, mountains 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; • use key vocabulary to demonstrate knowledge and understanding in this strand: settlement, resources, services, goods, deforestation, logging, fair trade, tourism, positive, negative, economic, social, environmental.

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Geographical Skills and Fieldwork	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; • use simple compass directions and locational and directional to describe the location of features and routes on a map; • devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of the beach area, including key human and physical features, using a range of methods; • use key vocabulary to demonstrate knowledge and understanding in this strand: compass, direction, North, East, South, West, aerial view, key, map, symbols, direction, position, tourists , world map, country, continent, human, physical. 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<p>Children build on their map skills by communicating locations through grid references and coordinates. Children focus on observing and recording the changes of human features and physical features over time. Children will become confident in collecting, analysing, and communicating a range of data.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • 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; • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, , borders, fieldwork.