

Geography Skills Progression at Hope Brook

BY THE END OF EYFS: *Understanding the World - People, Culture and Communities*

-describe their immediate environment and explain some similarities and differences between life in this country and life in other countries

Skills	BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> • To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding area. • To name some of the main towns and cities in the UK (Gloucester and London) • To find where they live on a map of the UK. • To tell someone their own address • To name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> • To locate and name the continents on a world map. • To locate the main countries of Europe and those in the EU. • To identify capital cities of neighboring European countries. • To locate and name the countries making up the British Isles, with their capital cities • To name and locate the 2 largest seas around Europe. • To identify the longest rivers and highest mountains in Europe and compare with the UK. • To locate and name some of the world's most famous volcanoes • To identify the position of the Equator, North and South Hemisphere, Tropics of Cancer and Capricorn and be aware of different weather in different parts of Europe. • To locate areas of similar environmental regions in Europe and /or India. 	<ul style="list-style-type: none"> • To locate and name the continents in an atlas and on a world map. • To locate the main countries of North and South America on a world map and atlas. To locate some of the principal cities there. • To locate the main countries in Africa on a world map and an atlas. To identify their main environmental regions, key physical features (eg rivers, mountains, biomes, climatic zones, lakes etc), human characteristics and major cities. • To compare 2 different regions in the UK (eg rural/urban). • To locate and name the main counties and cities in England. • To independently locate and name the major seas and oceans on a map • To identify and locate the 5 longest rivers and highest mountains in the world and compare with the UK. • To name and locate the largest desert in the world. • To identify the position and significance of the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. • To identify the position and significance of latitude/longitude and Greenwich Meridian and to explain how time zones work. • To name and locate a wider range of places in their locality, the UK and wider world including some globally significant features and events • To compare land use maps of the UK from the past with present and how it has changed over time • To name and locate the key topographical

			features including coast, features of erosion, hills, mountains and rivers. To understand how these features have changed over time.
PLACE KNOWLEDGE	<ul style="list-style-type: none"> To 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 (eg China). To understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country concentrating on islands and seashores 	<ul style="list-style-type: none"> To understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within Asia To compare a region of the UK with a region in Europe. 	<ul style="list-style-type: none"> To compare a region in the UK with a region in North or South America with significant differences and similarities and understand some of the reasons for these. To compare an urban and rural African settlement (eg Kenya) To compare a contrasting region in the UK with their own (eg Isle of Wight, Windsor, London)
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the UK. To explain how the weather changes with each season. To describe a place, outside Europe, using geographical words (eg China). To begin to explain why they would wear different clothes at different times of the year (termly) To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To say something about the people who live in hot and cold places and what they may wear. To explain how people's jobs may be different in different parts of the world (China) To describe features of an island. 	<ul style="list-style-type: none"> To describe and understand key aspects of physical geography including: rivers and the water cycle (excluding transpiration), volcanoes, earthquakes and the Ring of Fire To describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. To explain how people's lives, vary due to the weather. To explain why a locality has certain physical features (eg volcanoes/ earthquakes). To explain why people, choose to live in a village rather than the city. To explain how the lives of people living in the Mediterranean (Europe) would be different to their own. To describe how volcanoes, have an impact on people's lives. To describe the main physical and human differences between a city and a village. To understand types of settlements in Early Britain (linked to history) 	<ul style="list-style-type: none"> To describe and understand key aspects of physical geography including: coastal formations, how rivers are formed and their features, the water cycle (including transpiration), mountains, climate zones, biomes and vegetation belts across the world. To compare the weather in the Forest of Dean to that of a South American rainforest. To explain why people are attracted to live in cities (eg London, Windsor, Tenochtitlan/ Mexico) To explain why people are attracted to live by rivers. To analyse population data on two settlements and report on findings and questions raised. To explain why water is such a valuable commodity To describe the main physical and human features of a well-known city. To understand different types of settlement through time (Viking, Saxon etc.)

	<ul style="list-style-type: none"> • To use a map, photographs, film or plan to describe a contrasting locality outside of Europe (eg China) • To 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. • To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, detached house, semi-detached house, terrace house, office, port, harbour and shop. • To talk about how people can affect the environment they live in 	<ul style="list-style-type: none"> • To explain how a locality has changed over time. • To confidently describe physical features in a locality • To understand types of settlement in modern Britain: villages, towns and cities • To describe the main features of a village. • To explain why a place is like it is. • To describe and understand key aspects of human geography including: trade links in the Pre-Roman and Roman era. • To locate the Mediterranean and explain why it is a popular holiday destination. • To plan a journey to a place in England, taking into account the mode of transport • Provide evidence to support ways in which people can improve and sustain their environment. • To find different views about an environmental issue. • To suggest ways that a locality could be changed and improved. 	<ul style="list-style-type: none"> • To explain how a location fits into its wider geographical location with reference to human and economical features. • To map land use with their own criteria • To give an extended description of the human and physical features of different places around the world (eg Hollywood) • To explain how some places are different and some similar in relation to their physical features. • To plan a journey to a place in another part of the world, taking into account distance, time (and time zones) and different modes of transport • To report on ways in which humans have both improved and damaged the environment (eg rainforests, coasts, rivers, mountains, Arctic and Antarctic). • To explain what a place might be like in the future, taking into account issues impacting on human features. • To explain how people are trying to manage an environment (eg coasts, rainforests, mountains, polar regions) • To recognize how conflicting demands on the environment may arise, describe and compare different approaches to managing environments • To recognize that considerations of sustainable
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			<p>development, affect the planning and management of environments and resources</p> <ul style="list-style-type: none"> To be aware of the fair/unfair distribution of resources (eg Africa) and natural resources in the local area (eg coal mining - history link). To understand the terms sustainable development and fair trade
GEOGRAPHY ENQUIRY SKILLS	<ul style="list-style-type: none"> To be able to investigate predominantly teacher-led enquires To answer some questions about a locality using resources such as books, the internet and atlases To answer questions about the weather and a weather chart To make plausible predictions about what the weather may be like later in the day or tomorrow To label a diagram or photograph using geographical words To use relative vocabulary (eg bigger, smaller, like, dislike) To investigate through observation and description To say what they like about their locality and to ask questions about it To sort things they like and don't like 	<ul style="list-style-type: none"> To begin to ask/initiate geographical questions, then move onto asking and responding to questions To use books, stories, atlases, pictures/photos and internet as sources of information. To use correct geographical words to describe a place and the things that happen there To compare data with another country (eg India) and analyze To report findings in an appropriate way To carry out a survey to discover features if cities and villages To accurately measure and collect information (eg temperature/noise levels/rainfall) To present data in a graph 	<ul style="list-style-type: none"> To begin to suggest questions and plan for an investigation To use primary and secondary sources of evidence in their investigations To measure, choose resources and collect information about a place and use it in a written/digital report (graphs, tables etc.) To use OS maps to answer questions
FIELDWORK: GENERAL	<ul style="list-style-type: none"> To 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. 	<ul style="list-style-type: none"> To use fieldwork to observe, record and name the human and physical features in the local area and school environment using a range of methods, including sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> To use fieldwork to observe, record, measure and explain the human and physical features in the local area and further afield, using a range of methods, including improved accuracy of sketch maps, plans and graphs and digital technologies. To use a range of numerical and quantitative skills to analyze, interpret and present data collected from fieldwork observations, measurements and recordings - deciding on the most appropriate units of measure and equipment
FIELDWORK: QUESTIONNAIRES	<ul style="list-style-type: none"> To ask a familiar person (prepared) and use a pro-forma and put ticks in boxes. 	<ul style="list-style-type: none"> To gain confidence in speaking to an unfamiliar person. To record some of what they found out with their own suggested questions To use a simple database to present findings. 	<ul style="list-style-type: none"> Prepare and select interviewing as an appropriate method for collecting evidence Decide on appropriate interviewee Use a database to interrogate and amend information collected.

FIELDWORK: OBSERVATION AND FIELD SKETCHING	<ul style="list-style-type: none"> To draw an outline of simple features they observe. To add colour, texture and detail to prepared field sketches. To join labels to correct features. 	<ul style="list-style-type: none"> To pick out the key lines and features with colour, texture and detail of a view in the field using a viewfinder to help, or from an observation or photo To annotate their sketch with descriptive and explanatory labels. To add title, location and direction to sketch. 	<ul style="list-style-type: none"> To evaluate their sketch against criteria and improve it. To use sketches as evidence in an investigation. To select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.
FIELDWORK: PHOTOGRAPHY	<ul style="list-style-type: none"> To use a camera in the field with help to record what they have seen. To label the photo with help. 	<ul style="list-style-type: none"> To point out useful views to photograph for their investigation. To add titles and labels to photos giving date and location. To use a camera independently 	<ul style="list-style-type: none"> To make a judgement about the best angle or viewpoint for a photo To use photos when appropriate evidence for their investigations.
FIELDWORK: MEASUREMENT	<ul style="list-style-type: none"> To use every day non-standard units E.g. hands for length. To counts the number of.... e.g. children who come to school by car. 	<ul style="list-style-type: none"> To use easy to read instruments To count and record different types at the same time as using a tally. To organise results in a table/spreadsheet. 	<ul style="list-style-type: none"> To select and use a range of measuring instruments in investigations. To design own questionnaire, pilot and evaluate it.
MAPPING: USING AND INTERPRETING	<ul style="list-style-type: none"> To use world maps, atlases and globes to identify the UK and its countries. To use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features (eg building, roads and fields) To know that maps give information about the world (where and what) To follow a route on a prepared map To recognize simple features on maps such as buildings, roads and fields To use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality To recognize maps have a title 	<ul style="list-style-type: none"> To use maps with varying scales, (Ordnance Survey maps 1:1250, 1:2500 and 1:10 000), atlases, globes and digital/computer mapping to locate countries and describe features studied. To use contents and indexes appropriately. To label the same features on an aerial photograph as on a map To make and use simple route maps To locate photos of features on maps To use oblique and aerial views To use maps and aerial views to help talk about for example, views from high places. To recognise some patterns on maps and begin to explain what they show. To give maps a title to show their purpose. To use thematic maps. To explain what places are like using maps at a local scale. To recognise that contours show height and slope. 	<ul style="list-style-type: none"> To use a range of maps with varying scales, (Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000) atlases, globes and digital/computer mapping to locate countries and describe features studied and also describe what the locality of a place <i>might</i> be like. To use contents and indexes independently To relate maps to each other and to vertical aerial photographs To follow routes on maps saying what is seen To use thematic maps for specific purposes. To know that purpose, scale, symbols and style are related To appreciate different map projections To follow a route on 1:50 000 Ordnance Survey map; To describe and interpret relief features (contour lines)

MAPPING: POSITION AND ORIENTATION	<ul style="list-style-type: none"> To use simple compass directions (North, South, East and West) in the playground To use directional language (eg near, far, left, right) to describe the location of features and follow a prepared route on a map 	<ul style="list-style-type: none"> To learn the 8 points of a compass and give directions around a map Use 2 figure grid references to locate features on a map 	<ul style="list-style-type: none"> To give directions and instructions to 8 points of a compass around a map To use 4 and 6 figure grid-references to locate features on a map To align a map with a route. To use latitude and longitude in an atlas/globe.
MAPPING: DRAWING MAPS	<ul style="list-style-type: none"> To draw a simple map, real or imaginary and to understand the importance of a title To look down on objects and make a plan by drawing around them (eg desk) 	<ul style="list-style-type: none"> To make a map of a short route that they've experienced, with features in correct place and order To improve drawing of basic plan views (not to scale) 	<ul style="list-style-type: none"> To make sketch maps of an area using symbols and key. To make a plan for example, garden, play park; with scale. To design maps from descriptions. To draw thematic maps for example, local open spaces.
MAPPING: SYMBOLS	<ul style="list-style-type: none"> To begin to realise why maps need a key To use and construct basic symbols in a key. 	<ul style="list-style-type: none"> To give maps a key with standard symbols. To use some basic Ordnance Survey style symbols 	<ul style="list-style-type: none"> To use agreed and Ordnance Survey (1:50 000) and atlas symbols. To appreciate that maps cannot show everything.
MAPPING: PERSPECTIVE AND SCALE	<ul style="list-style-type: none"> To draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). To use large scale, vertical aerial photographs. To know that when you 'zoom in' you see a smaller area in more detail. 	<ul style="list-style-type: none"> To make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m². To use the scale bar to estimate distance (within 100km). To use the scale bar to calculate a distance between two given places in the UK To relate measurement on maps to outdoors (using paces or tape). To begin to spatially match places (e.g. recognize UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> To use a range of viewpoints up to satellite. To use a scale bar on all maps. To use models and maps to talk about contours and slope. To use a linear scale to measure rivers. To describe height and slope using maps, fieldwork and photographs. To draw measured plans for example, from field data. To confidently explain scale and use maps with a range of scales