



Whitley Lodge First School – Progression Skills in GEOGRAPHY

	Locational Knowledge	Place knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Questions
EYFS	<p>I comment and ask questions about aspects of my familiar world, such as the place I live.</p> <p>I can talk about & ask questions re the features of my immediate environment <i>e.g. making journey sticks.</i></p>	<p>I can talk about how environments might vary from one another <i>e.g. beach/Brierdene.</i></p> <p>I know about similarities and differences in relation to places <i>e.g. talking about & sharing photos from family holidays also looking at hot & cold countries.</i></p>	<p>I look closely at similarities, differences, patterns and change <i>e.g. linked to familiar environments & seasons.</i></p> <p>I know that the environment and living things are influenced by human activity.</p>	<p>I know where I live <i>e.g. children to make models and drawings of local landmarks e.g. lighthouse, Spanish City Dome etc also address letters & post home as well as looking at their houses & other familiar landmarks on Google Earth.</i></p> <p>I can draw a simple map <i>e.g. my journey to school also link to ICT using simple maps with Bluebots & maps linked to stories such as What the Ladybird heard/We're going on a bear hunt & small world play.</i></p>	<p>What is this place like? What does it look like? What do the people wear? What is this place called?</p>
	<p>Key Vocabulary house, school, park, shop, village, city, town, Whitley Bay, seaside, north east, coast</p>	<p>Key Vocabulary country, country names, journey, England, world, globe, atlas, land, sea, ocean, island, modes of transport</p>	<p>Key Vocabulary seasons, weather, environment, change, build, hill, field, park, mountain, cliff, beach, stream, river, house, shop, buildings</p>	<p>Key Vocabulary address, street, road, postcode, place, plan, map, river, pond, bridge, mountain, forest, cave, names of local landmarks e.g. St Mary's Lighthouse etc</p>	
Y1	<p>-I can find where I live on a map of the UK -I can name the four countries of the United Kingdom. -I can locate the four countries of the United Kingdom and their capital cities. -I can name and locate the seas which surround the United Kingdom. -I can ask simple geographical questions e.g. what is it like to live in this place, what is the landscape like? Mountains? Rivers? Cities?</p>	<p>-I understand how some places are linked to other places e.g. roads, trains. -I can name key features associated with a town or village. -I know about some present changes that are happening in the local environment e.g. At school. -I can suggest some ideas for improving the school environment. -I can name key features of my locality and suggest ways in which they differ to others. [Compare a seaside town to a rural village or inner city area]</p>	<p>- I can describe seasonal weather changes from fieldwork or from photographs . -I can use recording and observational skills to highlight patterns in the weather. -I can look at a weather map and explain the forecast.</p>	<p>-I can use simple maps of the local area e.g. large scale, pictorial etc. -I can make simple maps and plans e.g. pictorial place in a story. -I can use simple fieldwork to study the geography of the school. -I can devise a key to inform a map.</p>	<p>-Where is this place? -What is it like to live in this place, what is the landscape like? Mountains? Rivers? Cities? -What is the natural and built environment like? -Who lives here? -Where do the people live? -What do the people do here? [work/leisure]</p>

	<p>Key Vocabulary Capital city, Globe, country, continent, island, map, plan, key, location,</p>	<p>Key Vocabulary Town, village, factory, housing types - detached house, semi-detached house, terraced house, flats, bungalows</p>	<p>Key Vocabulary Rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast, summer, autumn, winter, spring, seasons Beach, cliff, coast, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p>	<p>Key Vocabulary North, south, east, west. Near, far, left, right, Landmark, symbol, key, route</p>	
Y2	<p>-I can use world maps, atlases and globes to name and locate the world's seven continents. -I can use world maps, atlases and globes to name and locate the world's five seas.</p>	<p>-I can use simple fieldwork and observational skills to study the geography of own town and the key human and physical features of its surrounding environment. -I can describe a place outside Europe using geographical words. -I can say what I like and don't like about own locality and another locality like the seaside. -I understand 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.</p>	<p>-I can make plausible predictions about what the weather may be like in different parts of the world. -I can explain about weather conditions/patterns around the UK and parts of Europe</p>	<p>-I can use simple compass directions (N,E,S,W) and locational and directional language e.g. near and far; left and right to describe location of features and routes on a map -I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. -I can devise a simple map and use and construct basic symbols in a key.</p>	<p>-Where is this place? -What is the name of this place? -Which country, continent or part of the world is it in? -How have people made use of their environment? -Why do people come here? -In what ways are people's activities and way of life influenced by the environment?</p>
	<p>Key Vocabulary Ocean, land, sea, North Pole, South Pole, Pacific Ocean, Atlantic Ocean, British Isles, Asia, Africa, Europe, North America, South America, Australia, Antarctica</p>	<p>Key Vocabulary settlements. e.g. residential, industrial, commercial and recreational, parklands. Rural.</p>	<p>Key Vocabulary Physical features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features city, town, village, factory, farm, house, office, port, harbour and shop. settlement</p>	<p>Key Vocabulary Weather, rainfall, precipitation, wind, direction, gauge, patterns, data, temperature, thermometer</p>	
<p>National Curriculum. Key Stage One</p> <ul style="list-style-type: none"> • Pupils should develop knowledge about the world, the United Kingdom and their locality. • They should understand basic subject-specific vocabulary relating to human and physical geography <p>They should begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>					

<p>Y3</p>	<p>-I can name some of the counties in the United Kingdom. -I can name and locate the largest cities of the U.K. -I can name and locate the major rivers of the United Kingdom. -I can name and locate the main mountain ranges of the United Kingdom.</p>	<p>-I can ask and respond to geographical questions e.g. Describe the landscape. Why is it like that? How is it changing? What do you think about that? What do you think it might be like if...continues?</p>	<p>-I can describe how volcanoes are created -I can understand and use a widening range of geographical terms. -I can describe how earthquakes are created. -I can identify why a locality has certain physical features.</p>	<p>- I can communicate findings in ways appropriate to the task or for the audience. -I can make more detailed fieldwork sketches/diagrams -I can use fieldwork instruments e.g. camera, rain gauge -I can use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features -I can use 4 figure grid references. -I can use the 8 points of a compass.</p>	<p>-Where is this place and which other places are near it? -How is a place changing? -Is it a village, a town a suburb or part of a city? - What types of buildings can we find and what are they used for? - How have the people changed this place? -Are there new buildings planned? - How have new projects altered the landscape or people's lives?</p>
	<p>Key Vocabulary Europe, continents,</p>	<p>Key Vocabulary Settlement, Land use, Suburb, urban. Green belt, rural,</p>	<p>Key Vocabulary hills, mountains, coasts, coastline, woodland, vegetation, rivers, source, mouth, course of river meander, floodplain, location, industry, transport, settlement, residential, industrial, commercial, recreational. water cycle, man-made, natural</p>	<p>Key Vocabulary Symbols, OS symbols, North, South, East, West, directions, transport links, green fields, urbanisation, suburb, aerial view, satellite, land mass, route, coordinates, distance, scale in relation to maps, contrasting locality</p>	
<p>Y4</p>	<p>-I can locate European countries, including Russia. -I can name and locate the capital cities of neighbouring European countries. -I can locate the continents of North and South America. -I can locate the countries within North, South and Central America. -I can name 6 major cities in North America and say what they are known for. -I can name the capital cities of South America. -I can name the mountain</p>		<p>-I can recognise that people have differing quality of life living in different locations and environments. -I can explain why people may choose to live in a village rather than a city -I can describe how people have been affected by changes in the environment.</p>	<p>-I can measure straight line distances using the appropriate scale -I can explore features on OS maps using 6 figure grid references -I can plan the steps and strategies for an enquiry -I can accurately measure and collect information (e.g. rainfall, temperature,] -I can present data in a variety of ways. -Consider different sources of evidence and resources you could use to answer questions; e.g. the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials.</p>	<p>- What different types of land-use can we find? - Are there any green spaces and what are they used for? - How do people use this landscape in different ways? - Are there any local 'landmarks'? - What types of transport links are there? - What evidence is there of connections to other places? - What was this place like</p>

	<p>ranges and highest mountains in South America. -I can name the mountain ranges and highest mountains in North America. -I can name the major rivers in North and South America. -I can analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p>				<p>in the past? - How and why is it changing? -How is it similar or different to other localities that are being studied? - Are the changes a good thing? -Is the landscape the same as in? -What is it like to be in.....? What do you feel about this place?</p>
	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, the Prime/Greenwich Meridian, time zones</p>		<p>Key Vocabulary Contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes Climate zone, land use, natural resources- energy, minerals, food/crops, Function, settlement, residential, industrial, commercial, recreational. Inner city, development, service industry, settlement pattern, site, situation, urban, urbanisation.</p>		
	<p>National Curriculum Key Stage Two Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>				