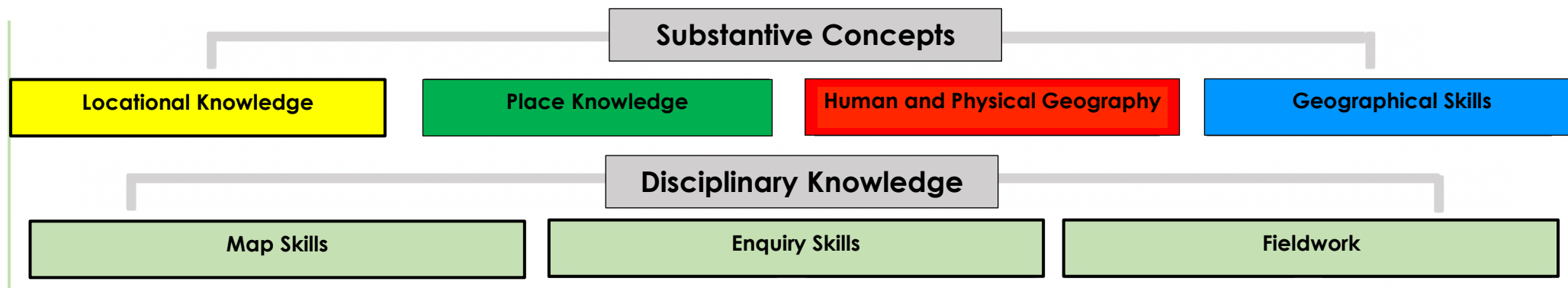


Geography Skills Progression



Substantive Concepts

The Substantive Concepts are the subject knowledge and explicit vocabulary used about the past. The 6 Substantive Concepts below are the suggested vehicle to connect the substantive knowledge.

Locational Knowledge	Locational knowledge is the foundation upon which geographical understanding is built. It may be gathered from the information in maps and globes. It is important for children to have locational knowledge so that they have a firm grounding in the basics of local, national and world geography.
Place Knowledge	This concerns what a place is like. Children must gain an understanding of their local area and areas around the world.

Human and Physical Geography	Human and physical features are things that you can see all around you. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Human features are things like houses, roads and bridges. They have been built by people.
Geographical Skills	Geographical skills are defined by the way we examine our surrounding world, interpret data, and present data. These skills can be broken down into different categories, such as cartographic, graphical, numerical, and statistical.

Planning Overview

Cycle 1	EYFS	Y1/2	Y3/4	Y5/6
Autumn	Homes Old and New	The Victorians	Savage Stone Age Metal Madness	Oh Mummy!
Topic	Comparison of homes from the past to now	Victorian schools and Victorian Christmas	Stone Age to Iron Age	Ancient Egypt
Key Learning	<p>Different Materials: Learn how homes in the past were built using materials like wood, straw, and stone, compared to modern homes made from brick, concrete, and glass.</p> <p>Location & Environment: Explore how homes in the past were built to suit their surroundings, like cottages in the countryside or houses near rivers, while today's homes are often in towns and cities.</p> <p>Home Features: Discover the differences in how people heated their homes with fireplaces or stoves in the past, compared to central heating and electric appliances now.</p>	<p>Urban vs. Rural Schools: Learn how schools in busy cities were often crowded, while rural schools had fewer children due to farming communities.</p> <p>Christmas Traditions: Discover how Victorians popularized Christmas trees, crackers, and carols.</p> <p>The Influence of Queen Victoria: Understand how Queen Victoria and Prince Albert shaped many Christmas traditions we still follow today.</p>	<p>Settling by Resources: Explore how early humans settled near rivers, forests, and caves for food, shelter, and tools.</p> <p>Climate and Landscape: Understand how the changing climate influenced the way people lived, from hunting and gathering to farming.</p> <p>Building and Tools: Discover how people in different areas used local materials like stone, wood, and iron for tools, weapons, and building homes.</p>	<p>The Nile River: Learn how the Nile River was central to life in Ancient Egypt, providing water, transportation, and fertile land for farming.</p> <p>Desert and Resources: Explore how Egypt's location between the desert and the river influenced its development, including mining for gold and building materials.</p> <p>Egyptian Settlements: Understand how geographical features like the Nile Delta and deserts shaped the locations of cities and the building of monumental structures like pyramids.</p>
Spring	Mary Jones and the Bibles	Castles and Kingdoms		The Trans-Atlantic Slave Trade The Land of the Rising Sun
Topic	Mary Jones and the Bibles	English kings and queens, castles		The Trans-Atlantic Slave Trade Country study of Japan
Key Learning	<p>Journey Across Wales: Learn how Mary Jones walked 26 miles through the Welsh countryside to buy a Bible, reflecting the importance of religion and access to books in her community.</p> <p>Access to Resources: Explore how in the past, Bibles were rare and expensive, especially in rural areas like Mary's, where people had to travel long distances for them.</p> <p>Influence on Society: Understand how Mary's determination led to the creation of the British and Foreign Bible Society, helping make Bibles more accessible to people in Wales and beyond.</p>	<p>Famous Monarchs: Discover key kings and queens, like Henry VIII and Queen Elizabeth I.</p> <p>Castles throughout history: Explore what life was like inside a castle, and discover well-known castles in England, such as Windsor Castle and the Tower of London.</p> <p>Castle Defences: Learn about moats, drawbridges, and towers used to protect castles.</p>		<p>Trade Routes: Learn how ships travelled across the Atlantic Ocean, from Africa to the Americas and Europe, carrying enslaved people and goods.</p> <p>Impact on Regions: Explore how different regions, like West Africa, the Caribbean, and the southern United States, were affected by the trade and how geography played a role in the movement of people and goods.</p> <p>Island Nation: Learn how Japan's geography as an island nation influenced its culture, trade, and history, with natural borders like oceans protecting it from invasions.</p> <p>Mountains and Climate: Explore how Japan's mountainous landscape and seasonal weather, including monsoons and earthquakes, shaped the way people live and adapt to their environment.</p>
Summer	Kings and Queens; Queen Victoria's Oak Transport Past and Present	Let's Go Down Under	Radical Romans	Potions and Plagues
Topic	A Special Oak; Queen Victoria's tree Transport	Exploration and Discovery	The Romans	Medicine and Disease/The Plague
Key Learning	<p>Symbol of Royalty: Explore how the oak tree represents Queen Victoria's long reign and her connection to nature and the land.</p> <p>Types of Transport: Learn about different ways of getting around, like cars, buses, bikes, and</p>	<p>New Lands and Places: Learn how explorers like Christopher Columbus and Captain Cook travelled across oceans to discover new lands.</p>	<p>Empire Expansion: Learn how the Roman Empire spread across Europe, North Africa, and parts of Asia, influencing many regions.</p>	<p>Access to Resources: Learn how the availability of natural resources like herbs, plants, and minerals in different regions influenced ancient medicine practices.</p>

Geography Skills Progression

	walking, and how they are used depending on where you live. Local and Global Travel: Explore how people use boats, trains, and planes to travel to different places, both nearby and far away.	Using Maps and Compasses: Explore how geography helped explorers navigate using maps, stars, and compasses. Different Environments: Understand how explorers faced different climates and landscapes, from icy poles to tropical jungles.	Roman Settlements: Explore how Romans built towns, roads, and forts, using local resources for construction and trade. Impact of Geography: Understand how the geography of Rome, with its central location on the Mediterranean, helped it grow into a powerful empire.	Spread of Diseases: Explore how trade routes and travel helped diseases spread across regions, shaping public health responses. Geography and Healthcare: Understand how geographical factors like climate and population density affected the development of medical knowledge and disease control in various civilizations.
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Cycle 2	EYFS	Y1/2	Y3/4	Y5/6
Autumn	On The Farm	London's Burning!	Vicious Vikings	Tragedy at Sea/ The Space Race
Topic	Old farming methods; horses, carts and windmills	The Great Fire of London The Gunpowder Plot	The Vikings	The Titanic Space exploration
Key Learning	Farming and the Land: Learn how geography influenced farming, with fertile land used for growing crops and open fields for grazing animals. Transporting Goods: Explore how horses and carts were used to carry food and materials across different landscapes, such as countryside farms and market towns. Windmills and Energy: Understand how windmills were built in open, windy areas to grind grain into flour, using natural geography to help with farming.	Location of the Fire: Learn how the fire started in a small bakery on Pudding Lane and spread quickly through the narrow, wooden streets of London in 1666. Rebuilding the City: Explore how the geography of London, with its dense housing and wooden buildings, made the fire worse, and how the city was rebuilt with stronger materials afterward. The Houses of Parliament: Learn how the plot took place in London, where Guy Fawkes and his group tried to blow up the Houses of Parliament. London's Role in History: Explore how the geography of London, as the capital city, made it the centre of important events like the Gunpowder Plot, affecting the whole country.	Viking Settlements: Learn how Vikings settled in regions like Scandinavia, Britain, and parts of France, adapting to different environments. Seafaring and Exploration: Explore how Viking geography, with access to the sea, enabled them to travel, trade, and raid across Europe. Local Resources: Discover how Vikings used local resources like timber, iron, and fur to build ships, tools, and homes.	Route and Location: Learn how the Titanic sailed from Southampton, England, across the Atlantic Ocean to New York City, and how it struck an iceberg in the North Atlantic. Impact on Shipping Routes: Explore how the disaster led to changes in maritime safety, including the redesign of ship routes and lifeboat regulations, influencing global travel. Global Space Agencies: Learn about the role of space agencies like NASA and how their locations influence their missions. Earth's Perspective: Explore how Earth's geography, such as its position in the solar system, impacts space travel and the study of other planets and moons.
Spring	Mary Jones and the Bibles	First Stop Pencombe/ Adventure Awaits	Incredible India	Battles, Blackouts and Bravery
Topic	Mary Jones and the Bibles	Local history of our school Exploration	Country study of India	World War II
Key Learning	Journey Across Wales: Learn how Mary Jones walked 26 miles through the Welsh countryside to buy a Bible, reflecting the importance of religion and access to books in her community. Access to Resources: Explore how in the past, Bibles were rare and expensive, especially in rural areas like Mary's, where people had to travel long distances for them. Influence on Society: Understand how Mary's determination led to the creation of the British and Foreign Bible Society, helping make Bibles more accessible to people in Wales and beyond.	Then & Now: Explore how our school has changed over time, from its buildings to its classrooms. School Life in the Past: Learn what lessons, uniforms, and playtime were like for past students. Our School's Story: Discover important events, people, and traditions that make our school special.	Diverse Landscapes: Learn about India's varied geography, from the Himalayan mountains in the north to the tropical rainforests in the south. Major Rivers: Explore the importance of rivers like the Ganges and Indus, which have shaped the culture, agriculture, and settlements in India. Climate and Seasons: Understand how India's monsoon climate influences farming, daily life, and the economy.	Global Conflict: Learn how World War II spread across multiple continents, with major battles fought in Europe, Africa, Asia, and the Pacific. Strategic Locations: Explore how geography influenced key wartime strategies, such as control of important ports, islands, and transport routes. Impact on Civilians: Understand how the geography of occupied territories and war zones affected civilian life, including air raids and the movement of refugees.

Geography Skills Progression

Summer	Queen Victoria's Oak Pirate and Sailing Ships	The Lady and the Lamp Galapagos	The GREATEST Britain	Rumble in the Jungle
Topic	A Special Oak; Queen Victoria's tree Pirates and sailing ships	Florence Nightingale Charles Darwin and the Beagle	Queen Elizabeth II	Rainforests and country study of Brazil
Key Learning	Life as a Pirate: Discover what pirates did, how they lived, and the clothes they wore. Pirate Ships & Sailing: Learn how sailing ships were used for travel, trade, and treasure hunts. Treasure & Adventure: Explore pirate maps, buried treasure, and the myths and truths about pirates.	Journey to Scutari: Learn how Florence Nightingale travelled from Britain to Scutari (now in Turkey) during the Crimean War to help wounded soldiers in a military hospital. Improving Hospital Conditions: Explore how the geography and climate of Scutari affected soldiers' health and how Florence improved cleanliness and ventilation to save lives. Voyage on the HMS Beagle: Learn how Charles Darwin travelled to faraway places like the Galapagos Islands, studying animals and plants in different environments. Different Habitats: Explore how Darwin observed how animals and plants adapted to their surroundings, helping him understand the idea of evolution.	Global Influence: Learn how Queen Elizabeth II's reign spanned many countries, with the British Commonwealth reaching across continents, including Africa, Asia, and the Caribbean. Royal Residences: Explore the key places where Queen Elizabeth lived, such as Buckingham Palace in London and Windsor Castle, and how they are central to British history. Impact of Geography: Understand how the geographical spread of the British Empire influenced Queen Elizabeth II's role as monarch and her travels across the world.	Tropical Climate: Learn how the warm, humid climate of the rainforest supports a wide variety of plants and animals. Geographical Location: Explore how rainforests are mainly located near the equator, such as in the Amazon, Congo, and Southeast Asia. Environmental Importance: Understand the role rainforests play in regulating the Earth's climate, providing oxygen, and supporting biodiversity.

End points

By the end of EYFS, children will:

Pupils will begin to understand how they are part of their own locality, which is part of the bigger world. They will begin to develop their geographical knowledge by exploring features of our school and nursery, using maps to investigate different places to compare and contrast different environments. They will learn about different people and communities.

By the end of KS1:

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 and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of KS2:

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.

Key Vocabulary

Geography Skills Progression


Substantive Concept	EYFS Progressive Vocabulary	KS1 Progressive Vocabulary	LKS2 Progressive Vocabulary	UKS2 Progressive Vocabulary
Locational Knowledge	land, sea, under, over, forwards, backwards,	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 Pacific, Atlantic, Indian, Southern, Arctic Oceans	county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, city, town, village, megacity	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key
Place Knowledge	countries, Pencombe, Pencombe Primary School, Hereford, home, school	South America, London, capital city, compare, China, Asia, country, population, Weather, similarities, differences, farming, culture	physical features, human features, landscape, population, density, land use, retail, leisure, housing, business, industrial, agricultural, commercial, residential, green spaces	altitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources
Human and Physical Geography	bus station, port, train station, airport, bike station, tram station, tube station, train, travel, transport, hot, cold, house, street, village, town	factory, farm, house, office, port, harbour, river, canal, church, shop	mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, shelter	environmental disaster, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental
Geographical Skills	destination, map, route	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, position, route, journey, changes, tally chart, pictogram, human, physical	sketch map, map, aerial view, annotation, landmark, distance, key, symbol, land use, population, coordinates, compass, 8-point, direction, North, North-East, East, South, South-East, West, North West, South West	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, compass

Substantive Concepts

Geography Skills Progression

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Recognise some similarities and differences between different places and communities in this country, drawing on my experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Name and locate the four countries making up the British Isles, with their capital cities.</p> <p>Name the surrounding seas of the United Kingdom.</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom.</p>	<p>Locate and name the 7 continents on a World Map.</p> <p>Locate and label the 5 oceans.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate ? on a map and its key places Antarctica or Artic explorers?</p>	<p>Revise on world map:</p> <ul style="list-style-type: none"> Continents UK 4 countries and characteristics UK capital cities Seas surrounding the UK 5 oceans Countries and cities of the UK <p>Locate geographical regions (temperate, tropical and subtropical zones)</p> <p>Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.</p> <p>Explain how some of these aspects have changed over time.</p> <p>Name and locate some countries of Europe or the wider world.</p> <p>Share my own views about locations.</p>	<p>Locate counties and cities in UK.</p> <p>Name and locate countries of Europe.</p> <p>Locate the location of India in comparison to other countries.</p> <p>Name and locate:</p> <ul style="list-style-type: none"> Equator Northern Hemisphere Southern Hemisphere the Tropics of Cancer and Capricorn Arctic and Antarctic Circles date and time zones <p>Recap and locate geographical regions (temperate, tropical and subtropical zones)</p> <p>Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.</p> <p>Explain how some of these aspects have changed over time.</p>	<p>Locate some countries and cities in the world and environmental regions.</p> <p>Name and locate countries of Brazil.</p> <p>Identify the position and significance of:</p> <ul style="list-style-type: none"> Longitude and latitude Equator Northern and Southern Hemisphere Arctic and Antarctic circle The prime/ Greenwich Meridian and times zones (including day and night) <p>Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	

Geography Skills Progression

Place Knowledge		<p>Recognise similarities and differences between Pencombe and a contrasting place in the UK.</p> <p>Recognise the similarities and difference between Hereford and another city.</p> <p>Talk about people and places within my local environment.</p> <p>Talk about people and places beyond my local environment. Compare and contrast polar regions</p> <p>Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.</p>	<p>Compare geographical regions and their identifying human and physical characteristics.</p> <p>Identify the main physical and human characteristics of the countries of Europe.</p> <p>Describe geographical similarities and differences between a region in the United Kingdom and one in a European country.</p> <p>Describe how the locality of the school has changed over time.</p> <p>Compare key information of  and compare with the human and physical geography of the UK.</p>	<p>Compare geographical regions and their identifying human and physical characteristics.</p> <p>Explain how some of these aspects have changed over time.</p> <p>Identify the main physical and human characteristics of the countries of Europe and some regions of the world.</p> <p>Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Explain how locations around the world are changing and explain some of the reasons for change.</p> <p>Begin to understand and explain geographical diversity across the world.</p>	<p>Explain and discuss a range of reasons for geographical similarities and differences between countries.</p> <p>Explain how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>
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Geography Skills Progression

Human and Physical Geography	<p>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? E.g. Comparing and Contrasting a farm with the seaside.</p> <p><u>Physical</u> Identify land use around the school beach, coast, forest, hill, mountain, sea, river, weather.</p> <p><u>Human</u> City, town, village, house, and shop.</p> <p><u>Weather, Climate, Seasonal Events</u> Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</p> <p><u>Physical</u> Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather.</p> <p><u>Human</u> City, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Begin to look at tourism and trade Explore famous landmarks in the UK.</p> <p><u>Weather, Climate, Seasonal Events</u> Identify hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p><u>Physical</u> Describe key aspects and compare physical geography in the UK and an area in a European country</p> <ul style="list-style-type: none"> • Climate zones • Biomes • Rivers • Mountainous areas • Weather and season • Landscape • Habitats and animal species <p><u>Human</u> Describe key aspects and compare human geography in the UK and an area in a European country</p> <ul style="list-style-type: none"> • Settlements • land use of UK and area in ? • Population • Culture • Economy • Supply of food • Trade links <p><u>Weather, Climate, Seasonal Events</u> Investigate different types of extreme weather and how this can affect both rural and urban areas.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p><u>Physical</u> Describe key aspects of physical geography</p> <ul style="list-style-type: none"> • Biomes • Rivers • Mountainous areas • volcanoes and earthquakes • Landscapes • Weather and season <p><u>Human</u> Describe key aspects and compare human geography in the UK and an area in a European country</p> <ul style="list-style-type: none"> • Settlements • Land use • Population • Culture • Economy • Supply of food and its trade <p><u>Weather, Climate, Seasonal Events</u> Volcanoes</p> <p>The Water Cycle Distribution of natural resources such as water.</p>	<p>Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Begin to understand and explain how countries and geographical regions are interconnected and interdependent.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p><u>Physical</u> Describe and understand key aspects of physical geography</p> <ul style="list-style-type: none"> • Climate zones • Biomes- rainforest • Vegetation belts • Rivers • Mountains • Earthquakes • The Water Cycle • Volcanoes <p>Identify and locate Physical characteristics of Brazil</p> <p>Begin to identify and describe how the physical features affect the human activity within a location.</p> <p><u>Human</u></p> <ul style="list-style-type: none"> • Types of settlement • Land use 	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Explain how countries and geographical regions are interconnected and interdependent.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p><u>Physical</u> Describe and understand key aspects of physical geography</p> <ul style="list-style-type: none"> • Climate zones • Biomes- rainforest • Vegetation belts • Rivers • Mountains • Earthquakes • The Water Cycle • Volcanoes <p>Identify and locate Physical characteristics of Brazil.</p> <p>How does the physical features affect human activity in a location?</p> <p><u>Human</u></p> <ul style="list-style-type: none"> • Types of settlement • Land use
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Geography Skills Progression

			<p>Polar regions Antarctica and deserts. Links with Australia and deserts and ? and the equator.</p>			<ul style="list-style-type: none"> Economic activity (including trade links) Distribution of energy, minerals, food and water <p>Identify and locate human characterises of Brazil.</p> <p><u>Weather, Climate, Seasonal Events</u> Investigating Biomes across the world- linking this to physical climate and how it has created the different types of habitats.</p>	<ul style="list-style-type: none"> Economic activity (including trade links) Distribution of energy, minerals, food and water Tourism Energy issues and connections <p>Identify and locate human characteristics of Brazil.</p> <p><u>Weather, Climate, Seasonal Events</u> Investigating Biomes across the world- linking this to physical climate and how it has created the different types of habitats.</p>
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Geography Skills Progression

Geographical Skills	<p><u>Directions</u> Use directional language to describe the location of features and routes on a map: near, far, left and right.</p> <p><u>Fieldwork</u> Use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area.</p> <p>Look at reasons for sunny and shaded places around school.</p> <p><u>Map Skills</u> Use maps, atlases, globes and Google Earth to locate countries and cities.</p> <p>Follow maps around the school and local area- library.</p> <p>Use a map to identify places in the UK.</p> <p>Use aerial images to recognise landmarks and basic physical features. Use a simple key to recognise physical and human features on a map.</p> <p>Create a simple map of my local environment.</p>	<p><u>Directions</u> <u>Revise</u> directional language to describe the location of features and routes on a map: near, far, left and right.</p> <p>Use simple compass directions (North, South, East, West)</p> <p><u>Fieldwork</u> Use fieldwork to observe, measure and record human and physical features in the local area.</p> <p><u>Map Skills</u> Use maps, atlases, globes and Google Earth to locate countries and cities studied.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical geography.</p> <p>Device a simple map and construct basic symbols in a key.</p> <p>Use simple grid reference (A1, B1)</p>	<p><u>Directions</u> 8-point compass 2 figure grid reference</p> <p><u>Fieldwork</u> Find a location in your local town- sketch maps, plans, graphs or take photographs of the area and label the physical and human features.</p> <p>Example: an area of a park that contains footpaths, pond etc.</p> <p><u>Map Skills</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Create maps of locations identifying some features using a key.</p> <p>Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>Use a physical map of the UK to locate main river and mountains.</p>	<p><u>Directions</u> 8-point compass 4 figure grid references, symbols and keys to communicate to communicate knowledge of the UK and wider world.</p> <p><u>Fieldwork</u> Understand the habits of the local community by conducting questionnaires Present findings and identify trends.</p> <p>Sketch maps, plans graphs and take photographs.</p> <p><u>Map Skills</u> Use maps, atlases and digital/computer mapping to locate countries and describe features?</p> <p>Use historical maps to identify how towns and cities have changed their land use over time</p> <p>Create maps of locations identifying some features using a key.</p>	<p><u>Directions</u> 8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p> <p><u>Fieldwork</u> Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from walking around the local town.</p> <p>Record the results in different ways.</p> <p><u>Map Skills</u> Use maps, atlases and digital/computer mapping to locate countries and describe features.</p> <p>Use a few geographical resources to give descriptions and opinions of the characteristics of a location.</p> <p>Use maps to identify how coasts and rivers change the land over time.</p> <p>Talk about the effectiveness of different geographical representations of a location (such as aerial</p>	<p><u>Directions</u> 8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p><u>Fieldwork</u> Traffic Survey- sustainable transport, global issue.</p> <p>Use fieldwork to observe, measure and record and present results in a range of ways</p> <p>Use different types of field work (random and systematic)</p> <p><u>Map Skills</u> Use maps, atlases and digital/computer mapping to locate countries and describe features.</p> <p>Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps</p>
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Geography Skills Progression

						<p>images compared with maps and topological maps – as in London's Tube map)</p> <p>Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>	<p>and topological maps- as in London's tube)</p> <p>Create maps of locations identifying patterns such as: land use, climate zones, population densities and height of land.</p>
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