Ellingham and Woodton Primary Federation

Skills Progression Grid for Geography

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work	Vocabulary
EYFS	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • 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. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.			
Year 1	• To use maps and a globe to identify the 7 continents and 5 oceans and understand that both a map and a globe show the same thing. • Understand the terms 'continent' and 'sea'. • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Draw and label pictures to show how places are different. • Locate on a map and understand the geographical similarities and differences through studying the human and physical geography of small area of the UK and of a contrasting non-European country. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment.	• To use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river. • Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house and shop. • Be able to verbalise and write about similarities and differences between the features of the two localities. • Identify and ask questions about seasonal and daily weather patterns in the UK. • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.	• To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment e.g. note taking, videoing, data collection, sketches, observations. • Children to take photos of interesting things in the local area and explain what the photos show. • On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. • Study aerial photographs of the school and label it with key features e.g. school, church, park, shops, bus stops. • Look at a simple map of the local area and identify the things they know and have seen. • Make a simple map of the local area.	Asia, Africa, North America, South America, Antarctica, Australia/ Oceania/ Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian, beach, cliff, coast, forest, hill, mountain, sea, ocean, weather, Marine Environment, recycle, compass, compass points: East, North, South, West, fieldwork, plan, aerial photograph, map key symbols, country, continent, globe, atlas, city, town, village, factory, farm, house, office.

According to the National Curriculum, the objectives can be taught during a Key Stage. The progressions here may be taught out of year group, due to mixed age classes, but will be covered across the Key Stage.

Ellingham and Woodton Primary Federation

Skills Progression Grid for Geography

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work	Vocabulary
Year 2	• To use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. • Explain the purpose of a capital city and form opinions on how this affects population size. • Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country. • Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • Study pictures of the localities in the past and in the present and ask 'How has it changed?' • Draw pictures to show how places are different and write comparatively to show the difference. • Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.	• To use both maps and globes, identify the coldest places in the world – The North and South pole. Make predictions about where the hottest places in the world are? • Children to identify the equator and locate the places on the Equator which are the hottest. • Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	• Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key. • Observe and record the features around the school e.g. the different amounts of traffic on Church Road compared to A143. • Children to make suggestions for the cause of the differences. • Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Children make sketches/notes of their trip to school and then create a map to direct others which uses a key and includes the main physical and human features.	Port, harbour, shop, capital city, country, river, soil, valley, vegetation, England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas, English Channel, United Kingdom, map key symbols, Equator, hot/cold, direction, key, continent, globe, atlas, address, right/ left, patterns, characteristics, surrounding seas, contrasting non-European, diverse places, resources, natural and human environments,

According to the National Curriculum, the objectives can be taught during a Key Stage. The progressions here may be taught out of year group, due to mixed age classes, but will be covered across the Key Stage.

Ellingham and Woodton Primary Federation

Skills Progression Grid for Geography

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work	Vocabulary
Year 3	• To study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g. Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Critically study photographs – do they think these were taken close to the Equator or further away. • Look at maps, pictures and other sources to identify similarities and differences between a UK region and a region in North or South America. • Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.	• Locate places in the world where volcanoes occur. • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. • Ask and answer questions about the effects of volcanoes. • Discuss how volcanoes affect human life e.g. settlements and spatial variation. • Study how human geography has changed over time. • Ask, research and explain the following questions: Why did the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? • Relate land use and trade to settlements.	• Use locational language to describe the location of points on a map of the school/local area e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. • Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are. • Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. • Make an aerial plan/map of the school.	Urban, region, Europe, country, county, economy, coast Rural, climate, erosion, deposition, earthquake, volcano, water cycle, Alps, hills and mountains, including: UK names e.g. Pennines Grampians, equator hemisphere, food chain, differences/similarities, compare/ contrast, city/country/continent atlas/map/globe, United Kingdom, Great Britain, condensation, evaporation.

According to the National Curriculum, the objectives can be taught during a Key Stage. The progressions here may be taught out of year group, due to mixed age classes, but will be covered across the Key Stage.

Ellingham and Woodton Primary Federation

Skills Progression Grid for Geography

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work	Vocabulary
Year 4	• Use the compass points to direct and locate using a compass. • To identify the different hemispheres on a map. Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. • Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. • Children to ask questions about global warming. • Discover the cause of global warming and research the implications. • Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this. • Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes. • Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes. • Identify climates, the habitats, the plant and animal types and how people live there. Study life in the through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. • Identify and mark on a map the different countries of North or South America. Identify the major cities and consider how they differ to other regions in the country. • Looking at photographs, children to compare and contrast two differing regions.	• Look at pictures and labelled diagrams of different historical settlements over time. • Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? How did they use the land and how has the land changed today? How did they trade? • Study maps and draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. • Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. • Identify main economies in the immediate area. Compare with trade in the past. Why has this changed?	• Design questions and studies to conduct in the local area. • Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. • Undertake surveys – the use of land in the immediate locality of the school, of buildings and materials. • Conduct investigations. • Classify buildings. • Use recognised symbols to mark out local areas of interest on own maps. • Choose effective recording and presentation methods e.g. tables to collect data. • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data. • Use old photos to compare land-use	Biomes/ Vegetation belts e.g. Tundra Coniferous & Deciduous Forest, Mediterranean, mountainous desert, climate zones, observe measure /record environmental region, Ordnance Survey map/ scale, 4 figure grid reference, minerals, change/ effect, interaction between physical and human processes, formation interconnected and changes over time, latitude, longitude, Topographical services, precipitation, Tropics of Capricorn and Cancer, terrestrial.

According to the National Curriculum, the objectives can be taught during a Key Stage. The progressions here may be taught out of year group, due to mixed age classes, but will be covered across the Key Stage.

Ellingham and Woodton Primary Federation

Skills Progression Grid for Geography

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work	Vocabulary
Year 5	• To confidently use maps, globes and Google Earth. • Use atlases/maps to describe and locate places using 4 figure grid references. • Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. • Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. • Ask questions e.g. what is this landscape like? What is life like there? • Study photos/pictures/maps to make comparisons between locations. • Identify and explain different views of people including themselves. • Use maps to locate features of the UK e.g. rivers, mountains, large cities. • Understand geographical similarities and differences through study of human and physical geography of a region in the UK and a region in a European country. • Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? • Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District.	• Use the language of rivers e.g. erosion, deposition, transportation. • Explain and present the process of rivers. • Compare how rivers use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Discover where food comes from. • Discuss and debate fair trade. • Investigate the facts and join in a reasoned discussion. • Generate solutions and promote ethically sound trade. Reflect on the impact trade has on an area and generate ideas for cause and effect. • Compare and contrast photos and maps from today. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Understand the water cycle	• Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. (Possibly links with Norfolk Broads) • Visit a river, locate and explain the features. • Select a method to present the differences in transport in the area today. • Use fieldwork to observe measure, record and present human and physical features in the local area, including sketch maps, plans, graphs and digital technologies. • Local field study of the river and mill.	Trade, deforestation, derelict, economy, tributary confluence, meander, ox bow, estuary, mouth, source, erosion, deposition, headland, names of rivers, evaporation, condensation, precipitation

According to the National Curriculum, the objectives can be taught during a Key Stage. The progressions here may be taught out of year group, due to mixed age classes, but will be covered across the Key Stage.

Ellingham and Woodton Primary Federation

Skills Progression Grid for Geography

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Field Work	Vocabulary
Year 6	• To use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. • Understand how these features may have changed over time. • Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. • Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. • On a world map locate Europe (including the location of Russia) and North and South America - concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Children to be able to identify main capital cities/oceans etc. • Use maps to identify longitude and latitude. • Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Locate counties and cities of the UK, geographical regions and their identifying human physical characteristics, comparing similarities and differences with European country – town twinning (Beccles is the nearest) – happened after WW2.	• Describe and explain the processes that cause natural disasters, e.g. floods, tsunamis. • Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. • Study photographs, aerial photographs and maps of for example, post war and present day. • Compare maps and aerial photographs and gain understanding of how some of the land use patterns have changed over time. • Study population numbers throughout the course of WWII and reflect on the reasons for changes. • Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. • Research and present Britain's export trade. • Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? • Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?	• Ask Geographical questions about the local area or local highstreet e.g. how is traffic controlled? What are the main problems? • Form and develop opinions e.g. Do the pupils like/ dislike the road/ street. Compare roads with another busier/ quieter street/ road • Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? • Report on the effects of environmental change on themselves and others. • Carry out a role-play where pupils look at the issue of traffic in the high street or outside the school from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. • Be aware of own responsibility in the world.	Resort, cliff, bay, delta, Geographical influences / significance, 6 figure grid reference, climate change, ordnance survey, geographical information systems, relief, digital mapping.

According to the National Curriculum, the objectives can be taught during a Key Stage. The progressions here may be taught out of year group, due to mixed age classes, but will be covered across the Key Stage.