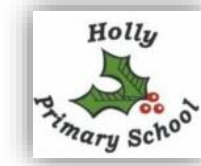


**Progression of Skills: Foundation**

**In Reception the children can...**



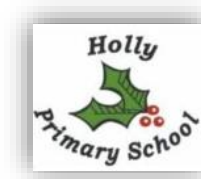
End of F1	December	March	June
<p>Can tell someone about what they see.</p> <p>Can tell you something about where they live.</p> <p>Talk about what they notice about the weather on a daily basis and how this impacts them.</p>	<p>Develop positive attitudes about the differences between people.</p> <p>Talk about what they like about their immediate environment and how environments may vary from one to another.</p> <p>Have experience of looking at Atlases and world globes.</p> <p>Recognise and name two or more local features.</p> <p>Explore the natural world around them in Forest School.</p> <p>Talk about what they see using subject specific vocabulary.</p>	<p>Know that there are different countries in the world. Recognise and talk about similarities and differences they have experienced or seen in photos.</p> <p>Recognise that different plants and animals grow in different parts of the world.</p> <p>Understand and talk about parts of the world being hotter or colder.</p> <p>Identify England, Arctic, Antarctica and Africa on a globe/atlas with support.</p> <p>Point to where the United Kingdom is on a globe or atlas.</p>	<p>Know that the capital city of England is London.</p> <p>Talk about the local environment using geographical vocabulary.</p> <p>Use geographical vocabulary when looking at physical features of different landscapes.</p> <p>Understand what maps are used for and why we have maps.</p> <p>Follow a simple map, as a group, to help find objects/features around school.</p>

Holly Primary School  
progression map

	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Can match clothing/objects to hot and cold weather.</p> <p>Can describe themselves, other objects and landmarks using relative positions.</p>	<p>Identify that certain UK animals live in certain habitats/environments.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Identify key signs/images for each season.</p>	<p>Record what they see in the natural world around them through diagram and drawings.</p>
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Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...



**Areas of Study:**

**Where I live**

**Key Vocabulary:**

Address, postcode, buildings, hospital, path, road, shop, street, train station, map, key, route, journey, compass, directions, north, south, east, west, human features, physical features.

**Weather**

**Key Vocabulary:**

Weather, change, seasons, spring, summer, autumn, winter, cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm, flood, heatwave, hurricane.

**Antarctica Study**

**Key Vocabulary:**

Antarctica, arctic, north pole, south pole, hibernate, northern lights, penguin, polar bear, desert, hot, cold, cactus, camel, drought, dune, meerkat, oasis, palm tree, country, United Kingdom, England, Scotland, Wales, Northern Ireland, map,

**Our school and our local area**

**Key Vocabulary:**

Address, postcode, school, buildings, grounds, compass, directions, position, north, south, east, west, near, far, left, right, route, aerial view, map, key, symbols, roads, transport, the UK, changes, human, physical

**Continents and Oceans**

**Vocabulary:**

Continent, equator, world map, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, globe, atlas, world, Earth.

**Kenya Study**

**Vocabulary:**

Compare, capital city, country, population, weather, similarities, differences, farming, Africa, Kenya, Nairobi, village, town, city, shops, wildlife, cattle.

**Seaside**

**Vocabulary:**

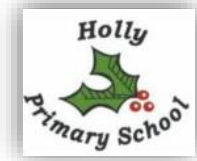
United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, locate, cliff, coast, ocean, hill, port, harbour, features.

<b>Children will be taught:</b>	
<u><b>Locational Knowledge</b></u> <ul style="list-style-type: none"> <li>➤ Name and locate the world's seven continents and five oceans.</li> <li>➤ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<u><b>Place Knowledge</b></u> <ul style="list-style-type: none"> <li>➤ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</li> </ul>
<u><b>Human and Physical Geography</b></u> <ul style="list-style-type: none"> <li>➤ Describe places and features using simple geographical vocabulary.</li> <li>➤ Make observations about features that give places their character.</li> <li>➤ Express their views on some features of their environment e.g. what they do or do not like.</li> </ul>	
<b><u>Geographical Skills</u></b>	
<u><b>Enquiry and investigation</b></u> <ul style="list-style-type: none"> <li>➤ Ask and answer simple geographical questions when investigating different places and environments.</li> <li>➤ Describe similarities and differences when studying places and features e.g. hot and cold places of the world.</li> <li>➤ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul>	<u><b>Fieldwork</b></u> <ul style="list-style-type: none"> <li>➤ Observe, identify and describe daily and seasonal weather patterns.</li> <li>➤ Use and develop simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> </ul>
<u><b>Interpret a range of sources of Geographical information</b></u> <ul style="list-style-type: none"> <li>➤ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> </ul>	<u><b>Communicate Geographical information</b></u> <ul style="list-style-type: none"> <li>➤ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Know that symbols mean something on maps.</li> <li>➤ Use simple compass directions as well as locational and directional language when describing features and routes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw, speak or write about simple geographical concepts such as what they can see where.</li> <li>➤ Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>➤ Create their own simple maps and symbols.</li> </ul>
<b>Mapping</b>	
<p><b><u>Direction/location</u></b></p> <ul style="list-style-type: none"> <li>➤ Follow directions (up, down, left, right, forwards, backwards).</li> <li>➤ Use 4 compass points to follow/give directions.</li> </ul>	<p><b><u>Drawing maps</u></b></p> <ul style="list-style-type: none"> <li>➤ Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph).</li> </ul>
<p><b><u>Representation</u></b></p> <ul style="list-style-type: none"> <li>➤ Use own symbols on an imaginary map.</li> <li>➤ Begin to understand the need for a key.</li> <li>➤ Use class agreed symbols to make a simple key.</li> </ul>	<p><b><u>Using maps</u></b></p> <ul style="list-style-type: none"> <li>➤ Follow a route on a map.</li> <li>➤ Use an infant atlas to locate places.</li> </ul>
<p><b><u>Style of maps</u></b></p> <ul style="list-style-type: none"> <li>➤ Picture maps and globes.</li> <li>➤ Teacher drawn base maps.</li> <li>➤ OS maps.</li> <li>➤ Infant atlas</li> </ul>	

**Progression of Skills: Years 3 and 4**

**In Years 3 and 4, the children can...**



**Year 3/4 Areas of Study**

**Extreme Earth Geography**

**Vocabulary:**

**Volcano**, topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, **earthquake**, eruption, main vent, crater, magma chamber, **active, dormant, extinct, epicentre**, hypocentre, fault line, shockwave, magnitude (power/strength), richter, **Mercalli scale, tsunami**, harbour wave, **tornado**, climate, tropics

**The Mediterranean**

**Vocabulary:**

Mediterranean, region, country, county, town, coast, climate, shore, beach, mountains, hill, river, sea, landscape, landmarks, Italy, Amalfi coast, cliff, Sahara Desert, Egypt, Mediterranean sea, olives, figs, dates, citrus fruits, chilli peppers, tomatoes, courgette, broccoli, tourist destination, ancient villages, beach, historical buildings, Pathenon temple, Egyptian pyramids, Pamukkale, ancient city walls of Dubrovnik, physical features, human features, atlas, index, coordinates, key, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, population, land use, retail, leisure, housing, business, industrial, agricultural, land use, settlement, economy, natural resources

**Australia**

**Vocabulary:**

Australia, Canberra, Sydney, Melbourne, Perth, Brisbane, Adelaide, Oceania, Indian Ocean, Pacific Ocean, states, arid, desert, coastline, Mount Kosciuszko, Ayers rock, Murray river, Great Barrier Reef, climate, atlas, index, coordinates, country, North America, South America, border, key, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, coordinates, atlas, index, coordinates, latitude, longitude, Ordnance Survey

**Robin Hood**

**Vocabulary:**

Sherwood Forest, Nottingham, compass, 8 point compass, north, north west, north east, west, east, south, south east, south west, map, symbol, key, grid reference, ordnance survey map, fieldwork, measure, observe, record, map, sketch, graph.

**Children will be taught:**

<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"><li>✓ Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li><li>✓ Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key geographical features, and land use patterns and understand how some of these aspects have changed over time.</li><li>✓ 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.</li></ul>	<p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"><li>✓ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (local area study) and a region in a European country (Italy – Emilia Romagna region – Bologna).</li></ul>
<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"><li>➤ Use geographical language to identify and explain some aspects of human and physical features and patterns.</li><li>➤ Describe how features and places change and the links between people and environments.</li><li>➤ Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, volcanoes and earthquakes.</li><li>➤ Describe and understand key aspects of 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.</li></ul>	

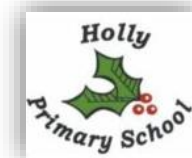
<b><u>Geographical Skills</u></b>	
<p><b><u>Enquiry and investigation</u></b></p> <ul style="list-style-type: none"> <li>➤ Ask and respond to more searching geographical questions when investigating different places and environments including 'how?' and 'why?'</li> <li>➤ Identify and describe similarities, differences and patterns when investigating different places, environments and people.</li> </ul>	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>➤ Observe, record, name and explain physical and human features of the environment.</li> </ul>
<p><b><u>Interpret a range of sources of Geographical information</u></b></p> <ul style="list-style-type: none"> <li>➤ Use a range of sources including digital maps, OS maps, atlases, globes and satellite images to research geographical information.</li> <li>➤ Recognise Ordnance Survey symbols on maps.</li> <li>➤ Locate features using four-figure grid references.</li> <li>➤ Use the eight compass points.</li> </ul>	<p><b><u>Communicate Geographical information</u></b></p> <ul style="list-style-type: none"> <li>➤ Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>➤ Recognise how people can affect the environment both positively and negatively.</li> <li>➤ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</li> </ul>
<b><u>Mapping</u></b>	
<p><b><u>Direction/location</u></b></p> <ul style="list-style-type: none"> <li>➤ Use 8 compass points.</li> <li>➤ Use four-figure co-ordinates to locate features on a map.</li> <li>➤ Use letters/number co-ordinates to locate features on a map.</li> </ul>	<p><b><u>Drawing maps</u></b></p> <ul style="list-style-type: none"> <li>✓ Make a map of a short, experienced route with features in the correct order.</li> <li>✓ Make a simple scale drawing.</li> </ul>
<p><b><u>Representation</u></b></p> <ul style="list-style-type: none"> <li>✓ Know why a key is needed.</li> <li>✓ Use standard symbols.</li> <li>✓ Begin to recognise symbols on an OS map.</li> </ul>	<p><b><u>Using maps</u></b></p> <ul style="list-style-type: none"> <li>✓ Locate places on a large-scale map or globe.</li> <li>✓ Follow a route on a map with some accuracy.</li> </ul>



<p><b><u>Style of maps</u></b></p> <ul style="list-style-type: none"><li>✓ Use large and medium scale OS maps.</li><li>✓ Use map sites on the internet.</li><li>✓ Use junior atlases.</li><li>✓ Identify feature on aerial/oblique photographs.</li></ul>	
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Progression of Skills: Years 5 and 6

In Years 5 and 6, the children can...



<p><b><u>Areas of Study</u></b></p> <p><b>Rivers</b></p> <p><b>Vocabulary:</b></p> <p>Water cycle, overland flow, evaporation, mouth, precipitation, condensation, channel, hydro-electric power, source, meander, tributary, ox-bow lake, v-shaped valley, dam, irrigation, floodplain.</p>	<p><b>Human Geography</b></p> <p><b>Vocabulary:</b></p> <p>settlement, land use, banking, economy, education, farming, healthcare, industry, insurance, leisure, manufacture, pollution, retail, settler, site, need, shelter, food, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power,</p>
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<p><b>Compass and maps</b>  <b>Vocabulary:</b>  compass, 8 point compass, north, north west, north east, west, east, south, south east, south west, map, symbol, key, grid reference, ordnance survey map, abbreviations</p>	<p>biomass, origin, import, export, trade, efficiency, conservation, carbon footprint,</p> <p><b>Map Work</b>  <b>Vocabulary:</b>  USA, South America, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, continent, border, key, map, globe,</p> <p><b>What's so special about the USA?</b>  <b>Vocabulary:</b>  USA, North America, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, continent, border, key, map, globe,</p>
<p><b>Children will be taught:</b></p>	
<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>✓ Locate the world's countries, using maps to focus on 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.</li> <li>✓ 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)</li> </ul>	<p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>✓ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</li> </ul>

<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of physical geography, including: rivers and the water cycle.</li> <li>✓ Describe and understand key aspects of 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.</li> </ul>	
<p><b><u>Geographical Skills</u></b></p>	
<p><b><u>Enquiry and investigation</u></b></p> <ul style="list-style-type: none"> <li>✓ Ask and responds to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> <li>✓ Recognise geographical issues affecting people in different places and environments.</li> <li>✓ Make predictions and test simple hypotheses about people, places and geographical issues.</li> </ul>	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>✓ Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies.</li> <li>✓ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul>
<p><b><u>Interpret a range of sources of Geographical information</u></b></p> <ul style="list-style-type: none"> <li>✓ Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps.</li> <li>✓ Recognise an increasing range of Ordnance survey symbols on maps and locate features using six-figure grid references.</li> </ul>	<p><b><u>Communicate Geographical information</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop their views and attitude to critically evaluate responses to local geographical issues or global issues and events.</li> <li>✓ Communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul>
<p><b><u>Mapping</u></b></p>	

Holly Primary School  
**progression map**

<p><b><u>Direction/location</u></b></p> <ul style="list-style-type: none"><li>✓ Use 8 compass points confidently and accurately.</li><li>✓ Use 6 figure grid references.</li><li>✓ Use longitude and latitude on atlas maps.</li></ul>	<p><b><u>Drawing maps</u></b></p> <ul style="list-style-type: none"><li>✓ Draw a variety of thematic maps based on their own data.</li><li>✓ Begin to draw plans of increasing complexity.</li></ul>
<p><b><u>Representation</u></b></p> <ul style="list-style-type: none"><li>✓ Use/recognise OS map symbols.</li><li>✓ Use atlas symbols.</li></ul>	<p><b><u>Using maps</u></b></p> <ul style="list-style-type: none"><li>✓ Follow a short route on an OS map. Describe features shown on an OS map.</li><li>✓ Locate places on a world map.</li><li>✓ Use atlases to find out about other features of places (mountain regions, rivers, weather patterns).</li></ul>
<p><b><u>Style of maps</u></b></p> <ul style="list-style-type: none"><li>✓ Use index and contents pages within atlases.</li><li>✓ Use OS maps.</li><li>✓ Confidently use an atlas.</li><li>✓ Recognise a world map as a flattened globe.</li><li>✓ Use digital maps.</li><li>✓ Use relief maps.</li></ul>	