

Thomas Jones Primary School – Geography Progression in Skills and Understanding

	Geographical concept	EYFS	Year 1	Year 2
LOCATIONAL KNOWLEDGE	Location	<p>Understanding the World: The World</p>	<ul style="list-style-type: none"> Continent; country; ocean Seven continents and five oceans Equator North and South Poles To know what a map is for Knowledge of different types of maps which can show different information Maps can be 3-D or 2-D. More information can be shown on a 2-D map To learn and use simple locational and directional language Scaling - initial conceptual understanding (to know that a map is much, much smaller than the real thing) To know what the different colours show when one looks at the earth from space Knowledge of the four compass points To know that symbols represent features on a map and that a key shows what the symbols represent To understand that things can be looked at from ground level, from an oblique angle, or from directly above – and this changes how they look 	<ul style="list-style-type: none"> Continent; country; ocean; city Reinforce learning about the seven continents and five oceans. The Tropic of Cancer and the Tropic of Capricorn Northern & Southern Hemispheres The Arctic & Antarctic Circle The Antarctic & the Arctic Africa is a continent made up of 54 countries The names of the countries in the United Kingdom The names, of the four capital cities of the countries in the United Kingdom An increasing understanding of 2-D and 3-D maps through further exposure to Google Earth The difference between a plan view and a satellite view
	Scale	<ul style="list-style-type: none"> Seasonal change through observations Collecting rainwater – which is the wettest day? Weather diary Local walks linked to road safety fortnight. Ch to take photos of local environment- roads/buildings/signs/crossings/car park/vehicles to share and use to create books/maps of local area. Allow opportunities for ch to re-create experience in playground. Mark out roads and crossings together. Make traffic lights. Role-play building towers/buildings/fixing vehicles in the role-play corner. Looking at world map - ch to select different destinations. Look at pictures of countries on IWB in ICT room; explore how to travel to different countries/what to pack for the weather and activities available. Map making for small world people/beebots. 		

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PLACE KNOWLEDGE	<p>Space</p> <p>Place</p> <p>Interconnections</p>		<ul style="list-style-type: none"> To know about where the hottest and coldest areas of the world are 	<ul style="list-style-type: none"> Knowledge of the similarities and differences between the Arctic and the Antarctic Compare temperatures of UK & Antarctica. Comparing seasonal weather patterns in London and in Cape Town.
HUMAN AND PHYSICAL GEOGRAPHY	<p>Human and Physical Geography</p> <p>Cultural Awareness and Diversity</p>		<ul style="list-style-type: none"> To understand what human and physical features are To know what a landmark is Geographical vocabulary: <i>beach; cliff; coast; forest; hill; mountain; sea; river; soil; valley; vegetation; port; ocean; continent; country; season and weather</i> 	<ul style="list-style-type: none"> To know what a desert is To know what a glacier is Initial understanding of key features of mountainous regions. To know what an island is. To understand the difference between a rural area and an urban area. Geographical vocabulary associated with coastal regions: <i>beach; coastline; pier; promenade; peninsula; headland</i> Initial understanding about the difference between weather and climate Understanding the concept of measurement of different weather features

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THE ENVIRONMENT	<p>The Environment (physical and human processes)</p> <p>Environmental Impact and Sustainability</p>	<ul style="list-style-type: none"> To understand why some locations are better suited than others for siting a building Knowledge of how symbols are used to explain the weather 	<ul style="list-style-type: none"> An initial understanding of the concept of an ‘attraction’ and why it might make people visit a particular location.
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Geographical Skills	EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Observation Collecting data Analysing data Communicating about data Using sources of geographical information Interpreting sources of geographical information Communicating information in a variety of ways Making meaning by using specific and precise geographical vocabulary 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To be able to create a simple map To be able to follow a simple map To use symbols to represent features on a map To create a simple key; to be able to ‘read’ a simple key To recognize features on aerial photographs, knowing what they are To categorize different types of maps. To make informed choices about the suitability of a location. To collect simple data (about weather) To communicate information (a flight route), explaining thinking. 	<ul style="list-style-type: none"> The ability to compare and contrast (similarities and differences) The ability to categorize The ability to ‘read’ and interpret a Geographical Information System (Google Earth) An ever increasing geographical vocabulary The ability to evaluate features of the local environment and express views about those features Reading and interpreting a table of information Map making (further progression from Year 1) Start to be able to use the 8 compass point directions

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	Geographical concept	Year 3	Year 4	Year 5	Year 6
LOCATIONAL KNOWLEDGE	<p>Location</p> <p>Scale</p>	<ul style="list-style-type: none"> • An increasing understanding of 2-D and 3-D maps through further exposure to Google Earth • A significant expansion of their knowledge of the United Kingdom and its principal features • Precisely what is being referred to by the labels: the United Kingdom, Great Britain and British Isles • Egypt and the Nile. 	<ul style="list-style-type: none"> • Further knowledge of the location of European countries and their mountain ranges, rivers, seas. • Knowledge of the regions and counties of England • Knowledge of where some volcanoes are located • Knowledge of where the USA is • An introduction to lines of latitude and longitude 	<ul style="list-style-type: none"> • Further knowledge about the location of some of the countries in Europe & outside of Europe. • Using a map scale to measure the distance between places • What time zones are and why we have time zones • Knowing what and where the Greenwich meridian is • The difference between a political map and a physical map • Which countries make up Scandinavia • Knowledge of the names and location of the countries in South America 	<ul style="list-style-type: none"> • More in depth knowledge of countries and counties of the UK
PLACE KNOWLEDGE	<p>Space</p> <p>Place</p> <p>Interconnections</p>	<ul style="list-style-type: none"> • Knowledge of how changes to the landscape made by humans a long, long time ago can still be seen • Knowledge of the seasonal nature of farming in Ancient Egypt and how the Nile dictated this 	<ul style="list-style-type: none"> • Knowledge about some of the countries in Europe and their main physical features • Exploring features of an alternative environment to their own 	<ul style="list-style-type: none"> • Comparing vegetation belts along Thames River & Amazon River • How land in the UK was used in Anglo-Saxon times and how it is used today • Knowledge that a number of English place names originally came from Anglo-Saxon times • Knowledge of some of the major settlements in Anglo-Saxon times and some of the major cities in the UK today 	<ul style="list-style-type: none"> •

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<p>HUMAN AND PHYSICAL GEOGRAPHY</p>	<p>Human and Physical Geography</p> <p>Cultural Awareness and Diversity</p>	<ul style="list-style-type: none"> • An initial understanding of some of the key features of rivers • Basic understanding of the process of coastal erosion • Understanding that water (the sea; rivers) offers leisure opportunities • Understanding of the key features of a holiday resort • Knowledge of how important hills were for early settlements • An understanding of what a tumulus is on a map • Build on knowledge of what a glacier is and what it does • Knowledge that there are different biomes and an initial awareness of the main ones • Knowledge of what a desert biome is and the names and locations of the biggest deserts in the world 	<ul style="list-style-type: none"> • A significant increase in geographical vocabulary • Knowledge of the names of different physical geographical processes that reshape the landscape. • Knowledge of the four layers of the earth, the earth’s plates, fault lines, Ring of Fire, earthquakes and volcanoes. • Knowledge of the water cycle and life cycle of a river 	<ul style="list-style-type: none"> • Knowledge of the National Parks in the UK • Knowledge about population density in different parts of the UK. • Understanding the characteristic features of a tropical rainforest • Knowing what a biome is and what the typical vegetation would be in a particular biome • Knowing the three distinct biomes in Peru • Knowing what a vegetation belt is • Further developing knowledge of the terms: rural and urban • Knowledge of what moorlands and wetlands are. 	<ul style="list-style-type: none"> • More in depth knowledge of key human and physical features of UK • Land use: different types of agriculture • Solutions to over-population
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THE ENVIRONMENT	<p>The Environment (physical and human processes)</p> <p>Environmental Impact and Sustainability</p>	<ul style="list-style-type: none"> • Knowledge of how the area in which they live has changed over time • An awareness of how early agriculture shaped the landscape 	<ul style="list-style-type: none"> • A basic understanding of sustainability and climate change and how to look after the planet • Initial understanding of the concept of ‘responsible tourism’ • An understanding of what sea level means and an appreciation of the implications of a rise in sea level • How flooding can be prevented • A basic understanding of what the greenhouse effect is and fossil fuels • Knowledge about plastic pollution including microplastics 	<ul style="list-style-type: none"> • Understanding the importance of tropical rainforests for our planet • Knowing why trees are important for air quality • Understanding what deforestation is and why it is a problem 	
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Geographical Skills	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Observation • Collecting data • Analysing data • Communicating about data • Using sources of geographical information • Interpreting sources of geographical information • Communicating information in a variety of ways • Making meaning by using specific and precise geographical vocabulary 	<ul style="list-style-type: none"> • The ability to compare and contrast • Interpreting information about weather & climate in table form • Developing geography fieldwork skills • The ability to ‘read’ and interpret a Geographical Information System (Google Earth) • An ever increasing geographical vocabulary • Further progression in 2-D map work skills • The skill of interpreting how land is used • The ability to evaluate features of an alternative environment to their own and express views about those features. • Being able to recognize features they may see in the UK landscape • An increasing ability to locate a country on a world map 	<ul style="list-style-type: none"> • Developing their ability to read information from a map • Labelling and creating geographic diagrams • Interpreting and representing information about weather in table and graph form • The skills of seeing the pros and cons of a situation and comparing and contrasting • The skills of evaluating features of an alternative environment to their own and expressing views about those features. • The skill of carrying out a simple geographical enquiry • The ability to use reasoning to reach conclusions about ‘geographical problems’ and suggest solutions 	<ul style="list-style-type: none"> • The ability to read a mileage chart and use a map scale to measure distance • The ability to read a population density map and to interpret a thematic map • The skill of comparing maps from different times to reach conclusions • The ability to work out reasons for population distribution • The ability to interpret a range of different tables presenting information about climate • The skill of presenting possible ways forward to deal with environmental problems • Being able to distinguish typical vegetation belts within different biomes • Be able to use geographical knowledge to reach conclusions, or make decisions • How to interpret and find features on a 1:2,500,000 map • Map skills – location co-ordinates & time zones. 	<ul style="list-style-type: none"> • The skill of interpreting thematic maps • The skill of presenting ‘geographical arguments’ to solve geographical problems.