

Thomas Jones Primary School – Geography Progression in Skills and Understanding

	Geographical concept	EYFS	Year 1	Year 2
LOCATIONAL KNOWLEDGE	<p>Location</p> <p>Scale</p>	<p>Understanding the World: The World</p> <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. 	<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 •

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<p>PLACE KNOWLEDGE</p>	<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.
<p>HUMAN AND PHYSICAL GEOGRAPHY</p>	<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.