



Progression of Skills in Geography at Northbourne CEP School



| Area | NC | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Vocabulary | | Town, weather, hot, cold, soil, here, there, near, far, Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map | Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop, Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North Sea, Irish sea, the channel, mountain, river, office, atlas, left, right | Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert, Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe | Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical, Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European | Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural, Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle | Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude, Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links. | Be able to describe and start to explain geographical processes using the correct terminology: Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, |



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| Enquiry Skills | <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of different environments.</p> | <p>Use resources provided and their own observations to respond to questions about places.</p> | <p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p> | <p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p> | <p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p> | <p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p> | <p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>They reach plausible conclusions and present their findings both graphically and in writing.</p> |
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| Locational Knowledge | <p>Use the local area for exploring both the built and the natural environment.</p> | <p>Identify the UK on a world map.</p> <p>Name, locate, and identify characteristics of the four countries and capital cities of the UK.</p> <p>Understand that a map shows all the countries in the world.</p> | <p>Name and locate the surrounding seas of the UK.</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> | <p>Name and locate countries and cities of the UK, geographical regions.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries of Europe, including Russia. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc.)</p> <p>Identify the key physical and human characteristics, countries and major cities (e.g. rivers, mountains, capital, landmarks).</p> | <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Understand the difference between Northern and Southern hemispheres.</p> <p>Understand the term climate zones and identify some differing ones.</p> <p>Touch upon global warming and its implications.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the main countries in Europe and North or South America.</p> <p>Locate and name principal cities.</p> <p>Compare 2 different regions (rural/urban) in UK or North/South America.</p> <p>Locate and name the main counties and cities in England.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>Make connections with the Equator and tropics and North/South America.</p> | <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time (e.g. WW2).</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> |
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| Place Knowledge | <p>Understand the difference between natural environment and man- made.</p> <p>Know the difference between land and water</p> | <p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>Compare a region of the UK with a volcanic region (e.g. identify similarities and differences between this region and a region in the UK).</p> | <p>Compare a region in UK with a region in North or South America with significant differences and similarities.</p> <p>A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are (Tundra, Desert, Grassland, Tropical Rain Forest).</p> | <p>Compare a region in UK with a region in North or South America with significant differences and similarities.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p> <p>A focus on biomes and identifying them on a world map.</p> <p>Time zones</p> <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p> <p>Time Zones</p> <p>Identify main capital cities and oceans in UK and world.</p> <p>Understand the significance of longitude and latitude.</p> |
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| Human and Physical Geography | <p>Shows care and concern for the environment.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors</p> | <p>Identify seasonal/daily weather patterns in the UK.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> | <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical and human features of a contrasting non-European country.</p> | <p>Describe and understand key aspects of: Study of volcanoes - causes and effects, location etc.</p> <p>Physical geography including earthquakes and natural disasters (earthquakes and volcanoes).</p> <p>Explain the process that causes natural disasters, draw conclusions about impact of natural disasters through study of photos, population numbers and other primary sources.</p> | <p>Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has it changed today? How is that different from today?</p> <p>Physical geography, including: coasts, rivers, and the water cycle including transpiration. Distribution of natural resources focussing on energy.</p> | <p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and rest of the world.</p> <p>Types of settlements in Viking, Saxon Britain linked to History. Types of settlements in modern Britain: villages, towns, cities.</p> | <p>Describe and understand key aspects of : Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p> <p>Study of Southampton land and settlements pre and post war compared to modern day; compare and reflect.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> |
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| Geographical Skills and Fieldwork | <p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area.</p> <p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p> <p>-Provide play maps and small world equipment for children to create their own environments.</p> | <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (e.g., near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, and four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure and 6 figure grid references (if able), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |
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