

### Killigrew Geography Skills Progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<p>Talks about the features of the local community.</p> <p>Develops an understanding of the local community through exploring.</p> <p>Begins to notice similarities and differences within the local environment during different times of the year.</p> <p>Begins to notice the similarities and differences between land and sea.</p>	<p>Talks about the features of their own immediate environment such as the classroom, school building and school grounds.</p> <p>Explores familiar features of the local environment, including the school grounds, through walks and activities at different times of the year.</p> <p>Understands their own locality (where they live and how this is</p>	<p>Names, locates and identifies the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Names and locates the world's seven continents and five oceans.</p> <p>Explores our neighbouring European countries and their capital cities.</p>	<p>Names and locates the countries and the key cities of the UK.</p> <p>Describes their geographical regions (using compass references).</p> <p>Describes some of their identifying human and physical characteristics.</p> <p>Describes important topographical features of different regions (hills, mountains, coasts and rivers).</p>	<p>Locates the countries of the world (using maps) with a focus on Europe and important mountain ranges and rivers.</p> <p>Explores the environmental regions of Europe and key physical and human characteristics of a specific region.</p> <p>Identifies the position and significance of Equator, N. and S. Hemisphere and the Tropics of Cancer and Capricorn.</p>	<p>Locates the main countries in the world with a focus on the location of volcanoes and plate boundaries.</p> <p>Locates and names principal cities linked to these areas.</p> <p>Identifies the position and significance of latitude/longitude and the Greenwich Meridian.</p> <p>Explores the concept of time difference based on location.</p>	<p>Names and locates the counties and capital cities of the UK.</p> <p>Explores population density in the counties of the UK.</p> <p>Investigates how land-use patterns in Hertfordshire have changed over time and how this may be linked to population changes.</p> <p>Investigates the environmental regions and key physical and human</p>

		different from other children in the class.			Names and locates the countries in the continent of North America			characteristics of Mexico.  Explores the impact of climate on the physical and human characteristics of Mexico.  Locates and names topographical features of Mexico and suggests the impact of these physical features on human geography.
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Place knowledge</b>	<p>Begins to talk about how different environments have different features.</p> <p>Begins to identify important places noticing similarities and</p>	<p>Talks about how different environments have different features.</p> <p>Understands that there are different countries in the world and begins to find</p>	<p>Understands geographical similarities and differences through studying the human and physical geography of their local area.</p>	<p>Understands geographical similarities and differences through studying the human and physical geography of their local area, their nearest coastal region</p>	<p>Understands geographical similarities and differences through studying the human and physical geography of a region of the UK and comparing it to</p>	<p>Understands geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and</p>	<p>Compares a region in the UK with a region in Greece with significant differences and similarities.</p>	<p>Compares St Albans in the UK with a region in Mexico with significant differences and similarities.</p> <p>Understands some of the reasons for</p>

	<p>differences amongst them.</p> <p>Begins to observe different customs and music enjoyed in different places across the world.</p>	<p>out about the weather, animals, and how countries differ.</p> <p>Learns basic road safety and begins to be aware of the features of roads in their local area.</p> <p>Begins to learn the place names of local cities, places they have visited on holiday and places where family members live.</p>	<p>Contrasts this with a small area in South America.</p>	<p>and a region in South America.</p>	<p>a region of North America.</p> <p>Explores what is meant by land-use and how some land use patterns have changed over time</p>	<p>region in Germany.</p>		<p>similarities and differences.</p> <p>Suggests reasons why these similarities and differences may have changed over time.</p>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Human and physical geography</b>		<p>Talks about the weather on a daily basis. Begin to notice patterns linked to months or seasons such as colder weather in the winter.</p>	<p>Is able to identify seasonal/daily weather patterns in the UK.</p> <p>Can use basic geographical vocabulary to refer to</p>	<p>Reviews seasonal/daily weather patterns in the UK and compares this with a hot and a cold area in the world.</p>	<p>Describes and understands key aspects of physical geography including key topographical and land patterns</p>	<p>Describes and understands key aspects of physical geography including climate zones, biomes, vegetation belts,</p>	<p>Describes and understands key aspects of physical geography including volcanoes and earthquakes.</p> <p>Builds on prior learning linked</p>	<p>Describes and understands key aspects of the physical geography of Mexico.</p> <p>Explores the distribution of natural resources in</p>

			<p>physical features of their school and its grounds</p> <p>Can describe the physical and human features of the surrounding environment.</p> <p>When looking at the rest of the UK, is able to use a growing range of geographical vocabulary.</p>	<p>Identifies the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Can use basic geographical vocabulary to refer to key physical features in a region of South America and coastal areas in the United Kingdom.</p>	<p>Explains how some of these aspects have changed over time and suggests reasons why these changes have occurred.</p>	<p>mountains and rivers.</p> <p>Through fieldwork, explores and describes the human geography of two contrasting European regions.</p> <p>Discusses and explores the distribution of resources around the world. (Fairtrade).</p>	<p>to climate zones.</p>	<p>Mexico and the impact on the human geography of the areas</p> <p>Explores migration and tourism in Mexico.</p> <p>Explores changes in land use in Hertfordshire linked to migration.</p>
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<b>Geographical skills and fieldwork</b>	<p>Begins to explore globes and maps, identifying simple features.</p>	<p>Looks at simple maps and globes, identifying land and sea.</p> <p>Explores online maps and identifies simple features such as roads.</p>	<p>Uses maps and atlases to identify the location of the UK compared to the rest of the world</p> <p>Is able to identify the countries of the UK and the Republic of</p>	<p>Uses world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Uses simple compass directions to describe the location of</p>	<p>Uses maps, atlases &amp; globes and digital/computer mapping to locate countries and the key capital cities of the UK and describe the land use of the studied regions.</p>	<p>Uses maps, atlases &amp; globes and digital/computer mapping (Google Earth) to locate climate zones, biomes, vegetation belts and types of settlement</p>	<p>Uses maps, atlases, globes and digital/computer mapping (Google Earth) to locate key aspects of physical geography and other key locational features.</p>	<p>Uses maps, atlases &amp; globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Uses the eight points of a</p>

		Uses construction or small world resources to create maps of real or imagined places.	<p>Ireland on a map</p> <p>Can use locational and directional language to describe the location of features and routes on maps.</p> <p>Uses photographs to recognise landmarks and basic human and physical features.</p> <p>Can devise simple picture maps.</p> <p>Conducts simple fieldwork and observational studies to learn about the geography of their school, its grounds and the local area</p>	<p>features and routes on a map</p> <p>Devises a map and uses symbols in a key.</p> <p>Conducts observational studies to explore the seasonal features of the school's surrounding area.</p>	<p>Uses 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>Uses fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and graphs.</p>	<p>in the UK and in Germany.</p> <p>Uses fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including digital technologies.</p>	<p>Uses aerial photographs to observe, measure and record the physical features of a local area compared with an area of Greece.</p>	<p>compass, four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world.</p> <p>Uses numerical data to create a graphic map to show temperature variations in Mexico.</p>
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<b>Communicating knowledge through...</b>	Discussion, asking and answering appropriate questions.  Mark making.  Role Play and Small world.	Discussion and description Questions Drawing Role play Early writing and labelling	Discussion and description (including geographical vocabulary) Presenting to an audience Drawing pictures Exploring and explaining photographs Simple map-making using increasingly complex templates Making models Writing Using ICT Ordering cards and images Labelling diagrams	Discussion, description and <b>structured debate</b> (using an increasing range of more complex geographical vocabulary) Sketching accurate representations Map-making including simple grid referencing and compass directions Making models using different materials Using photographs to illustrate own ideas <b>Presenting to a given audience</b> Writing across a range of genres Using ICT to research and present information Labelling more complex diagrams	Discussion, description and structured debate Sketching accurate colour representations Map-making including 6 digit grid referencing and compass directions (8 points) Presenting to a range of audiences Making models using self-selected and contextually appropriate materials Choosing and using specific photographs to illustrate and explain own ideas Writing across a range of genres and viewpoints Using ICT to research and present information in different ways Labelling complex diagrams suggesting new diagrammatic representations.			
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<b>Global Goals</b>	<b>Recycling and reusing</b>  Begins to use recyclable materials to create models.  Begins to be able to sort various items of recyclable materials.	<b>Recycling and reusing</b>  Through stories, explores the concept of recycling and sorting materials.  Uses a computer programme	<b>14 Life Below Water</b>  Presenting to an audience	<b>15 Life on Land</b>  Making models	<b>4 Quality Education</b>  Writing across a range of genres	<b>6 Clean Water &amp; Sanitation</b>  Sketching accurate representations	<b>2 Zero Hunger</b>  Map-making including 6 digit grid referencing and compass directions (8 points)	<b>5 Gender Inequality</b>  Choosing and using specific photographs to illustrate and explain own ideas

	Begins to understand the impact of not recycling on our oceans.	to sort materials.  Creates objects through junk modelling.						
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KILLIGREW PRIMARY SCHOOL