ST. MARY'S CATHOLIC PRIMARY SCHOOL

Geography Skills Progression

EYFS

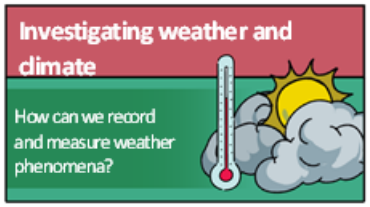
Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage One – Geography skills progression		
Year One		
Unit	**Skills**	**Success Criteria**
	Place knowledge Locational knowledge Human and physical geography	• I can understand that places can have meaning to people. • I can understand that the world has seven continents. • I can understand that the UK is split into countries and surrounding seas • I can understand how Deal fits within the United Kingdom. • I can understand how my classroom fits within the school. • I can understand how my school fits on the street. • I can identify seasonal and daily weather patterns in the UK.

		• I can identify how the weather varies around the world. • I can identify human and physical features.
	Place knowledge Locational knowledge Human and physical geography Geographical skills and fieldwork	• I can understand that places can have meeting to people. • I can identify some key human and physical features of my local area. • I can understand how my local park fits within my local area. • I can understand human processes in my local area, including settlements and varied land use. • I can identify human and physical geographical features in my local area. • I can use simple fieldwork and observational skills to answer geographical questions. • I can use directional language to describe a route. • I can name and use cardinal directions. • I can devise a simple map. • I can collect and record simple data. • I can present simple data in a chart.
	Place knowledge Locational knowledge Human and physical geography Geographical skills and fieldwork	• I can understand that places can have meeting to people. • I can identify some key human and physical features of my local area. • I can understand how my local park fits within my local area. • I can understand human processes in my local area, including settlements and varied land use. • I can identify human and physical geographical features in my local area. • I can use simple fieldwork and observational skills to answer geographical questions. • I can use directional language to describe a route. • I can name and use cardinal directions. • I can devise a simple map.

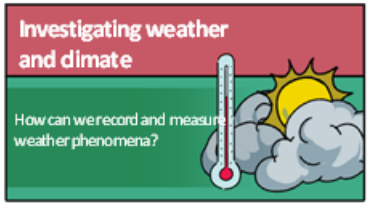
		• I can collect and record simple data. • I can present simple data in a chart.
	• **Year Two**	
1. 	Place knowledge Locational knowledge Human and physical geography Geographical skills and fieldwork	• I can understand that places can have meaning • to people. • I can understand that the world has seven continents and five oceans. • I can understand that the UK is split into countries and surrounding seas. • I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. • I understand that Mexico is a North American country. • I can understand that the poles and equator impact the climate on Earth. • I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary. • I can understand the similarities and • differences between my country and other countries. • I can use atlases and globes to discover the continents and oceans of the world. • I can use compass directions and locational and directional language to describe the location of features on a map. • I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. • I can use a key. • I can use simple fieldwork and observational skills to study the school's geography.

2. 	Human and physical geography Geographical skills and fieldwork	• I can understand the differences between weather and climate. • I can understand that the poles and equator impact the climate on the Earth. • I can identify hot and cold areas of the world in relation to the poles and the equator. • I can carry out a geographical enquiry using simple fieldwork and observational skills. • I can collect weather data using the equipment. I can record weather data. • I can present my data. • I can analyse data.
Key Stage 2		
Year 3		
1. 	Place knowledge Locational knowledge Human and physical geography	• I can understand that places can have meaning to people. • I can understand that people can choose to use land differently, and I can give some examples. • I can understand that the UK is split into countries and regions. • I can understand that regions are split into counties. • I understand that counties contain settlements • I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. • I can understand how my region is an area within England. • I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets. • I can understand that land has height. • I can identify mountains, hills and rivers on maps. • I understand human processes in the UK, including settlements and land use.

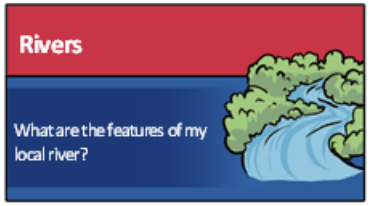
	Geographical skills and fieldwork	• I understand that land use patterns change over time. • I can identify some key human and physical features of the UK and my region. • I can understand that England is made up of different regions and counties. People living in these regions and counties may have • different senses of identity based on where they live. • I can use compass points, four-figure grid references, symbols, and keys. • I can devise a sketch map of my local area. • I can identify physical features on a map. • I can locate settlements on a map. • I can use maps and atlases to discover the United Kingdom.
2. 	Place knowledge Human and physical geography Geographical skills and fieldwork	• I can understand that people can choose to use land • differently, and I can give some examples. • I can understand how bees are involved in physical processes. • I can understand how land use impacts the survival of bees. • I can understand how personal choices on how to use land impact the environment. • I can suggest how to make the school locality more environmentally friendly. • I can carry out a geographical enquiry using fieldwork and observational skills. • I can record data. • I can analyse data and evaluate fieldwork. • I can devise a simple map using information learnt from a geographical enquiry.

3. 	Place knowledge Locational knowledge Human and physical geography Geographical skills and fieldwork	• I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples. • I can understand that the UK is split into countries and regions. • I can understand that regions are split into counties. • I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial. • I understand that hamlets, villages, towns and cities are settlements of different sizes. • I understand human processes in the UK, including settlements and land use. • I understand that UK settlements rely on • different areas of land use to thrive. • I can plan a geographical enquiry using fieldwork and observational skills. • I can use digital mapping to collect data. • I can record data using tables and questionnaires. • I can present collected data using bars and charts. • I can analyse data and explain what I have learnt.
	Year 4	
1. 	Place knowledge Locational knowledge	• I understand that places can have meaning to people and make some suggestions or examples. • I understand that people can choose to use land in different ways, depending on the land's physical geography. • I can understand the similarities and • differences between my region and South Aegean and give some examples. • I can identify the continents of the world.

	Human and physical geography Geographical skills and fieldwork	• I can use maps to identify some of the countries of Europe and their capital cities. • I can identify some key physical features and settlements in South Aegean. • I can identify the location of my region in England and the key human and physical features. • I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian. • I can understand how my region is an area within England with different-sized settlements. • I can understand that South Aegean is a region within Greece, with settlements of different sizes. • I can understand that England and Greece are countries within the continent of Europe. • I can understand that physical processes are the natural forces that change Earth's physical features. • I understand how tectonic movement has shaped the Earth's surface. • I understand how earthquakes and volcanoes happen and can identify some key events in South Aegean, Greece. • I understand human processes in my region and South Aegean, including settlements and economic activity. • I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres. • I can use atlases, maps and globes to locate places and describe features studied.

2.Locality unit – how can I use my map skills to learn about my locality?	Place knowledge Locational knowledge Human and physical geography Geographical skills and fieldwork	• I understand that places can have meaning to people and make some suggestions or examples. • I understand that people can choose to use land in different ways, depending on the land's physical geography. • I can identify the location of my settlement and region in England and the key human and physical features. • I can understand and describe human geography, including types of settlement and land use. • I can understand how my region is an area within England with different-sized settlements. • I can understand that my local settlement is within a region of England, which is a country within the continent of Europe. • I can understand and describe human geography. • I understand human processes in my local settlement, including land use, types of settlements and economic activity. • I can use atlases, maps and globes to locate places and describe geographical features studied. • I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map. • I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.
3.  	Locational knowledge Human and physical geography	• I can identify climate zones worldwide and their relation to the equator and poles. • I can understand the differences between weather and climate and give examples. • I can explain how the equator, poles, circles and tropics affect climate. • I can give reasons for the climate and weather in the United Kingdom.

	Geographical skills and fieldwork	• I can identify climate zones worldwide and their relation to the equator and poles. • I can plan a geographical enquiry using fieldwork and observational skills. • I can collect weather data using a range of equipment. • I can record weather data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt.
	Year 5	
1. 	Place knowledge Locational knowledge	• I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples. • I can identify the location of my region in England and the key human and physical features. • I can identify some of the countries of North America and their capital cities. • I can identify some key settlements in the Western USA. • I can give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes. • I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA. • I can identify the Prime/Greenwich Meridian and time zones, including day and night. • I can understand how my region is an area within England, and there are counties, towns and cities within my region.

	Human and physical geography Geographical skills and fieldwork	• I can understand that England is a country within the continent of Europe. • I can understand that the USA is a country within the North American continent. • I can understand that Western USA is a region within the USA. • I understand that there are states, cities, and towns within the West Region of the USA. • I can make comparisons between my country and the USA in terms of the size of the land and the population. • I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. • I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. • I can understand how tectonic movement has shaped the Earth's surface. • I understand human processes in my region and Western USA, including settlements and economic activity. • I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres. • I can use atlases, maps and globes to locate places and describe features studied.
2. 	Place knowledge Locational knowledge Human and physical geography	• I can understand that physical features are significant within the local area in which they are located. • I can identify the names and locations of the five longest rivers in England. • I can identify the location of a river in my region. • I can identify the location of the River Trent.

	Geographical skills and fieldwork	• I can identify key features of the River Trent basin, including the source and the mouth. • I can understand what rivers are and how they are formed. • I can name and explain the different features of rivers. • I can plan a geographical enquiry using fieldwork and observational skills. • I can record data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt.
3. 	Place knowledge Locational knowledge Human and physical geography Geographical skills and fieldwork	• I can understand that physical features are significant within the local area in which they are located. • I can name biomes and vegetation belts that are found across the world. • I can name the biomes and ecosystems found in the UK. • I can identify the location of the New Forest. • I can understand that you can find different ecosystems, vegetation belts and biomes within countries. • I can understand how the climate impacts the landscape through biomes and vegetation belts. • I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK. • I can plan a geographical enquiry using fieldwork and observational skills. • I can collect data using a range of equipment. • I can record data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt. • I can use compass points and six-figures and references to build my knowledge of the world.

	Year 6	
1.  	Place knowledge Locational knowledge Human and physical geography	• I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region. • I can identify the location of my region within England. • I can use clues to identify my region's key human and physical geographical features and landmarks. • I can understand how my region is an area within England, and there are counties, towns and cities within my region. • I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe. • I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. • I can explain how economic activity in the United Kingdom has changed over time. • I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. • I can understand that events in other places can impact the UK. • I can outline the environmental impact caused by different economic activities in the UK. • I can use facts and evidence to judge the sustainability of economic activity in the UK.

2. 	Place knowledge Human and physical geography Geographical skills and fieldwork	• I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area. • I can understand that human actions can disrupt the natural physical processes on Earth. • I can understand that what happens in the United Kingdom can impact other places. • I can understand that events in other places can impact the UK. • I can understand that the actions of individuals can have a large-scale impact. • I can explain the impact that plastic waste has on the environment. • I can make suggestions on how the school can reduce the impact it is having on the environment. • I can plan a geographical enquiry using fieldwork and observational skills. • I can collect data using a range of equipment. • I can record data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt.