

Geography Progression – Place Geography, Map Skills Fieldwork and Human and Physical Geography

<p>EYFS</p>	<p>I can say where I live. I can say which places are special to me. I can say which places I visit. I can say which events I celebrate. I can say how people celebrate around the world. I can locate different places using a map of the local environment. I can say what jobs my family members have. I can say what jobs people in my community have. I can say what jobs people around the UK have. I can say what jobs people around the world have. I can say what jobs animals have. I can say what holidays I've been on. I can say which place in the UK I've been to. I can describe the differences between other places in the UK and our local area. I can say how Africa is different to the UK. I can say how lives are similar and different between the UK and Africa. I can say how people are impacting the environment. I can say how people can help the environment.</p> <p>(All objectives are centred around the children and their place within and understanding of the local area. They begin to look at similarities and differences between themselves and others, both locally and in another part of the world. Furthermore, the children look at where they have been in relation to the local area)</p>	<p><i>Understanding of the World (Dev Matters- 2020)</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
<p>Y1</p>	<p>Weather I can name changes between Autumn and Winter. (comparison of seasons) I can explain how the weather changes with each season.(linking weather to seasons) I can keep a weather chart. (observing weather) I can answer questions about the weather. I can identify the four countries making up the UK. (countries in the UK) I can explain why people would wear different clothes at different times of the year. (relating clothes to the weather) I can name different types of weather. (types of weather)</p> <p>Seasons I can describe our locality using words and pictures. (aspects of local area) I can answer questions using different resources. I can point out where the Equator and North and South Pole are. (location of Equator and Poles) I can explain the main features of a hot and cold place. (comparison between hot and cold) I can answer questions about the weather. I can explain how the weather changes with each season. (changes in weather) I can explain why people would wear different clothes at different times of the year. (relating clothes to weather) I can compare places where animals live and say how they have adapted to live there. (how animals have adapted to habitat)</p> <p>Changes In Local Area I can answer questions using different resources. I can tell someone my address. (location within local area) I can describe my locality using words and pictures. (aspects of local area) I can name key features associated with a town or village. (features of town or village)</p>	<p><i>Children can name and locate countries that make up Great Britain and their capital cities.</i> Use world maps, atlases and globes to identify the countries in Great Britain. Begin to use direction language and compass points. Physical geography including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle. Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

<p>Y2</p>	<p>Africa I can name the continents and oceans. (name continents and oceans) I can compare the climate in Africa to the climate in England. (compare climate to UK around Equator) I can find out about African food. (African culture) I can find out about African art. (African culture) I can explore how animals have adapted to living in Africa. (how animals have adapted to habitat)</p> <p>Seaside I can locate British seaside on a map. (location of seaside) I can identify what attracts visitors to the seaside. (features of seaside) I can identify human and physical features of Blackpool and the beach. (understand human and physical) I can compare Blackpool to Leigh. (comparison of seaside and town) I can compare Blackpool and Leigh's human and physical features. (comparison of human and physical)</p> <p>Local Geography I can locate Leigh on a map. (location of Leigh) I can draw a map. (positioning place in relation to each other) I can draw a map of my local area. (positioning place in relation to each other in local area) I can identify human and physical features in my local area. (understand human and physical)</p>	<p><i>Children can name 7 continents and 5 oceans. Children can identify similarities and differences between Great Britain and another area of the world (Africa).</i></p> <p>Use world maps, atlases and globes to identify the 7 continents and 5 oceans. Use direction language and compass points. Begin to use simple maps, using and constructing simple keys. Use observational skills to compare aspects of human and physical geography.</p> <p>Physical geography including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle. Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Y3</p>	<p>Volcanos and Extreme Weather I can name the layers that make up the Earth. (layers of the Earth) I can describe how volcanoes are created. (formation of a volcano) I can name the key parts of a volcano and locate and name some of the world's most famous volcanoes. (parts of volcano and their locations) I can describe how volcanoes have an impact on people's lives. (impact of volcanoes) I can explain how earthquakes are caused. (how an earthquake is caused) I can explain how a tsunami is caused. (how a tsunami is caused)</p> <p>Ancient Egyptians Mediterranean I know the countries of the UK. (countries in the UK) I can locate European countries. (location of European countries) I can locate the Mediterranean and countries within it. (location of Mediterranean countries) I can compare climates of the Mediterranean and the UK. (comparison of climate to UK and around the Equator) I can describe the physical and human features of the Mediterranean. (understand human and physical) I can compare a Mediterranean diet to our own. (Mediterranean culture)</p>	<p><i>Children can locate regions within continents (Mediterranean) and begin to locate countries (Egypt). Children have understanding of Equator and climate that surrounds it.</i></p> <p>Begin to use world maps, atlases, globes and digital mapping to identify countries. Use observational skills to compare and present aspects of human and physical geography.</p> <p>Physical geography including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle. Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Y4</p>	<p>European Countries and Cities I can locate European capital cities. (location of European countries and capital cities) I understand the significant features of a European capital city. (features of a city) I understand the importance of transport systems in major cities. (modes of transport and their importance in cities) I understand the use of building space in major cities. (building upwards uses space better) I can create a map with a key. (importance of key and meaning of OS symbols)</p>	<p><i>Children continue to locate countries (Greece) and countries and capital cities within a county (Europe - e.g. Berlin, Germany). Children have understanding of Equator, Tropic of Cancer and Tropic of Capricorn and climates that surround them. Children can identify Northern and Southern Hemispheres.</i></p> <p>Use world maps, atlases, globes and digital mapping to identify countries.</p>

	<p>I can compare villages, towns and cities. (comparison of village, town and city)</p> <p>I understand the influence of Pablo Picasso on Europe. (Spanish art and culture)</p> <p>I can show the culture of a European capital city. (summary of European city)</p> <p>River Mersey</p> <p>I can label the parts of a river. (parts of a river)</p> <p>I can locate Liverpool and explain why cities are built near rivers. (location of Liverpool)</p> <p>I can locate European cities near rivers. (location of major European cities and nearby rivers)</p> <p>I understand the uses of rivers and can compare them over time. (settlement by a river)</p> <p>I can gather data on uses of water. (uses of water)</p> <p>I can produce a piece of artwork relating to the River Mersey. (culture of River Mersey)</p> <p>I can make cultural links to Liverpool. (culture of Liverpool)</p> <p>Ancient Greeks and Greece</p> <p>I can locate Greece. (location of Greece and Greek cities)</p> <p>I can compare Greece's physical features and climate to ours. (comparison of climate to UK and around Equator)</p>	<p>Begin to use the 8 points of a compass.</p> <p>Begin to use 4 figure grid references.</p> <p>Begin to sketch maps with keys, plans and graphs to display the local area.</p> <p>Physical geography including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle.</p> <p>Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
Y5	<p>Brazil</p> <p>I can locate Brazil and the countries of South America. (location of countries in South America)</p> <p>I can locate features of Brazil. (features of Brazil)</p> <p>I can identify and compare the climate zones of the UK and Brazil. (comparison of climate around the Equator)</p> <p>I can locate a country in South America and describe key physical and human features. (understand physical and human features)</p> <p>I understand the differences between the urban and rural environment in Brazil. (difference in urban and rural)</p> <p>I can compare the lifestyles between the people of Brazil. (lifestyle and culture within Brazil)</p> <p>I can compare the human and physical features of Rio De Janeiro and London. (understand human and physical)</p> <p>I can design and create a collage of Brazilian symbols using printing. (culture of Brazil)</p> <p>USA</p> <p>I can identify features of North America. (location of countries in North America)</p> <p>I can name and locate the states in the USA. (location states)</p> <p>I can compare US states. (comparison of states)</p> <p>I can explain the different climates in the USA. (climate in relation to the Equator)</p> <p>I can describe and understand economic activity in a major city. (what the economy is)</p> <p>I can explain why many major cities are located by rivers. (settlement by a river)</p> <p>I can explain what Thanksgiving is and why it is celebrated. (different festivals and events)</p> <p>I can experiment with different styles which artists have used. (American art and culture)</p> <p>Rainforests</p> <p>I can locate rainforests on a world map. (location of rainforests)</p> <p>I can explain key features of a rainforest. (layers of the rainforest)</p> <p>I can recreate the layers of the rainforest. (difference in layers of the rainforest)</p> <p>I can explain the water cycle and apply my knowledge to the Amazon rainforest. (water cycle)</p> <p>I can understand how the Amazon Rainforest is changing. (threats to rainforest)</p> <p>I can explain the consequences of the rainforest being destroyed and give solutions. (consequences of deforestation)</p>	<p><i>Children can locate states within a country (USA) and major cities within a country.</i></p> <p>Use world maps, atlases, globes and digital mapping to identify countries.</p> <p>Use the 8 points of a compass.</p> <p>Use 4 figure grid references.</p> <p>Physical geography including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle.</p> <p>Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

<p>Y6</p>	<p>Geography Skills in Real Life</p> <p>I can use a map to identify places within my local area. (general map skills)</p> <p>I can begin to identify OS map symbols. (OS symbols on a map)</p> <p>I can read 4 figure grid references. (how to use 4 figure grid references)</p> <p>I can find a place on a map using 4 figure grid references. (how to use 4 figure grid references)</p> <p>I can identify differences between urban and rural areas. (comparison between urban and rural)</p> <p>I can read and use 6 figure grid references. (how to use 6 figure grid references)</p> <p>I can use an 8-point compass to plan a route. (directional language using 8 compass points)</p> <p>I can create a map of my local environment. (all of the above)</p>	<p><i>Children apply previously taught place geography knowledge to geography units.</i></p> <p><i>Children can use lines of latitude and longitude with understanding of time zones from GMT.</i></p> <p>Use world maps, atlases, globes and digital mapping to identify countries.</p> <p>Use 6 figure grid references.</p> <p>Sketch accurate maps with keys, plans and graphs to display the local area.</p> <p>Physical geography including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle.</p> <p>Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
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