

Hemingbrough Community Primary School
Progression of Skills
Geography



Area: Locational Knowledge

EYFS	Year One	Year Two	Year Three and Year Four	Year Five and Year Six
<p>Ask and answer questions about the environment around them</p>	<p>Demonstrate locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</p> <p>Ask questions about the weather and seasons.</p>	<p>Identify the key features of a location to say whether it is a town, city, village, coastal or rural area.</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p>	<p>Demonstrate knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p> <p>Ask and answer questions about physical and human features.</p> <p>Look at photographs of places and make reasoned judgements about where the pictures are taken.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country</p> <p>Ask questions to find out what affects the climate.</p> <p>Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future.</p> <p>Ask and answer questions through own knowledge and self-conducted research.</p>	<p>Demonstrate a detailed and extensive knowledge of the world, including globally significant physical and human features and places in the news.</p> <p>Identify trade links around the world based on a few chosen items Investigate the facts and join in a reasoned discussion.</p> <p>Generate solutions and promote ethically sound trade.</p> <p>Compare maps past and present and explain changes based on the human inhabitants and changing needs.</p> <p>Compare land-use over three periods and draw conclusions.</p>

Area: Place Knowledge

EYFS	Year One	Year Two	Year Three and Year Four	Year Five and Year Six
<p>Play with small-world models such as a farm, a garage, or a train track.</p> <p>Draw a map of a smallworld environment</p>	<p>Use simple compass directions (North, South, East and West) to describe the location of features on a map. Identify the 4 countries of the UK and label their capital cities.</p> <p>Make a simple map.</p>	<p>Use world maps, atlases and globes.</p>	<p>Use maps, atlases, globes and digital computer mapping.</p> <p>Use maps to locate countries of Europe and make assumptions about physicality.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p>	<p>Analyse and give views on the effectiveness of different geographical representations.</p> <p>Confidently use maps globes and Google Earth using 4figure grid-references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent</p>

Area: Human Geography

EYFS	Year One	Year Two	Year Three and Year Four	Year Five and Year Six
<p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Use aerial images to plan perspectives of familiar locations e.g. school.</p>	<p>Use simple field work and observational skills.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Observe and record information about the local area e.g. how many shops there are near the school.</p>	<p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.</p> <p>Identify seasonal and daily weather patterns.</p> <p>Take digital photographs and plot them on to a map using coordinates.</p> <p>Undertake environmental surveys.</p>	<p>Discuss some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change, showing some understanding of the links between places, people and environments.</p> <p>Collect and analyse data to draw conclusions.</p> <p>Observe, measure and record human and physical features.</p> <p>Take photographs to support findings.</p>

Area: Skills and Fieldwork

EYFS	Year One	Year Two	Year Three and Year Four	Year Five and Year Six
<p>Talk about the environment around them</p> <p>Tell a story about the journey to school</p> <p>Label a self-drawn map</p>	<p>Write comparatively to express the difference between places.</p> <p>Give detailed reasons to support own likes, dislikes and preferences.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size</p>	<p>Describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</p> <p>Express own views about a place, people and environment. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p>	<p>Comparing places, and understand some reasons for similarities and differences</p> <p>Explain and justify personal views about locations.</p> <p>Use sketch maps, plans, graphs and digital technologies.</p> <p>Describe how localities change over time.</p> <p>Draw diagrams, produce writing and use the correct vocabulary. Use, explain and identify 'climate zones'.</p>	<p>Describe in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.</p> <p>Give detailed descriptions and opinions about locations. ☒ Describe how countries geographical regions are interconnected and interdependent.</p> <p>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Describe and explain the processes that cause natural disasters. ☒ Use graphs, charts, data and measures to show findings</p>

