

# Skills Progression Document

## Being a Geographer

EYFS	Children at the expected level of development will: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational and Place Knowledge</b> 	<ul style="list-style-type: none"> <li>-I can explain where I live and tell someone my address.</li> <li>I can name the four countries in the UK and locate them on a map.</li> <li>-I can name some of the main towns and cities in the UK.</li> <li>- I can use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing.</li> <li>-I can use pictures and videos to find out about a place and make observations.</li> <li>- I can express my views about a place, people and environment.</li> <li>-I can identify human impact on a place.</li> </ul>	<ul style="list-style-type: none"> <li>-I can find where I live on a map of the UK.</li> <li>-I can name the capital cities of England, Wales, Scotland and Ireland.</li> <li>-I can name the continents of the world and locate them on a map.</li> <li>-I can name and locate the world oceans and locate them on a map.</li> <li>-I can use simple compass directions (North, South, East and West) to describe the location of features on a map.</li> <li>-I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley.</li> <li>-I can give detailed reasons to support own likes, dislikes and preferences about a variety of places.</li> <li>-I can explain the facilities that a village, town and city may need and give reasons.</li> <li>-I can explain how an area has been spoilt or improved and give my reasons.</li> </ul>	<ul style="list-style-type: none"> <li>-I can name a number of countries in the northern hemisphere.</li> <li>-I can name and locate the capital cities of neighbouring European countries</li> <li>-I can use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</li> <li>-Using maps, I can locate the Equator, the Tropics of Cancer and Capricorn.</li> <li>-I can use the correct geographical words to describe a place.</li> <li>-I can look at maps, pictures and other sources to identify similarities and differences between a UK region and another country.</li> <li>-I can explain how an area has been changed by human actions.</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain the difference between the British Isles, Great Britain and the UK.</li> <li>-I know the countries that make up the EU.</li> <li>-I can find at least six cities in the UK on a map.</li> <li>-I can name and locate some of the main islands that surround the UK.</li> <li>-I can name the areas of origin of the main ethnic groups in the UK and in our school.</li> <li>-I can use the language of 'north', 'south', 'east', 'west' to relate countries.</li> <li>-I can use maps, locate the Equator, the Tropics of Cancer and Capricorn.</li> <li>I can look at pictures and make reasonable judgements about where they are taken, explaining my ideas.</li> <li>-I can carry out research to discover features of villages, towns or cities.</li> <li>-I can explain why people may choose to live in one place rather than another.</li> <li>-I can match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc).</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain how a location fits into its wider geographical location with reference to human and economical features.</li> <li>-I can identify the different hemispheres on a map.</li> <li>-I can use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</li> <li>-I can explain why many cities are situated on or close to rivers.</li> <li>-I can identify main trade and economy in another country and compare to region of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</li> <li>-I can locate and label different countries/continents in the Northern and Southern hemisphere.</li> <li>-I can explain how time zones work and calculate time differences around the world.</li> <li>-I can describe how some places are similar and dissimilar in relation to their human and physical features.</li> <li>-I can locate landmarks and manmade features of a country and reflect on the importance and value of the tourism industry in these areas.</li> </ul>

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<p><b>Human and Physical Geography</b></p> 	<ul style="list-style-type: none"> <li>-I can explain how the weather changes throughout the year and name the seasons.</li> <li>-I can keep a weather chart and answer questions about the weather (fieldwork).</li> <li>-I can explain some of the main things that are in hot and cold places.</li> <li>-I can explain the clothes that I would wear in hot and cold places.</li> <li>-I can describe the similarities and differences between the features of the two localities.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use technology to find out the weather in a different location (UK and non-European country).</li> <li>-I can identify weather patterns and make predictions.</li> <li>-I can observe and record weather such as temperature, rainfall and hours of sunshine.</li> <li>-I can compare and contrast weather in two locations.</li> <li>-I can identify the equator and locate the places on the Equator which are the hottest.</li> <li>-I can express opinions about the seasons and relate the changes to changes in clothing and activities.</li> </ul>	<ul style="list-style-type: none"> <li>-I can make comparisons between several locations.</li> <li>-I can use technical language to describe the weather.</li> <li>-I can locate places in the world where volcanoes/mountain s/rivers occur.</li> <li>-I can understand (and be able to communicate in different ways) different physical processes such as river/mountain/volcano formation.</li> <li>-I can link the features of the land to why people settle there.</li> <li>-I can discuss how land use has changed over time (e.g. in my local area).</li> <li>-I can explain why places are linked (tourism, trade etc.).</li> </ul>	<ul style="list-style-type: none"> <li>-I can locate places in the world where volcanoes/mountain s/rivers occur.</li> <li>-I can understand different physical processes such as river/mountain/volcano formation.</li> <li>-I can draw diagrams and use the correct vocabulary to label features of physical and human geography.</li> <li>-I can give geographical reasons why people live in certain localities.</li> <li>-I can explain why an area has certain facilities (land use).</li> <li>-I can research given questions and explain what I have discovered about settlement and land use over time.</li> <li>-I can explain trade and discuss why countries trade with other places.</li> <li>-I am able to explain an environmental issue.</li> <li>-I can suggest how to improve an aspect of the environment/locality.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation.)</li> <li>-I can lead a geographical enquiry into a contrasting region.</li> <li>-I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement.</li> <li>-I can research and discuss how geographical features such as rivers, topography and coasts can impact human settlements.</li> <li>-I can ask questions, research and explain what I have discovered about settlement and land use over time.</li> <li>-I know how a country uses and distributes its natural resources (food, energy, minerals and water).</li> </ul>	<ul style="list-style-type: none"> <li>-I can use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation.)</li> <li>-I can lead a geographical enquiry into a contrasting region.</li> <li>-I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement.</li> <li>-I can discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</li> <li>-I can ask and answer geographical questions to unpick why human geography may have changed over time.</li> </ul>
<p><b>Fieldwork</b></p> 	<ul style="list-style-type: none"> <li>-I can take photographs and make drawings to help describe a place.</li> <li>-I can use bird's eye view to make a simple map.</li> <li>-I can draw my own maps of the local area; use and construct basic symbols in a key.</li> <li>-I can observe and record the features around the school/local area.</li> </ul>	<ul style="list-style-type: none"> <li>-I can study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> <li>-I can make a map of the things I see or are finding out about.</li> <li>-I can create a map to direct others which uses a key and includes the main physical and human features.</li> <li>-I can plan a route using a map.</li> <li>-I can observe and record</li> </ul>	<ul style="list-style-type: none"> <li>-I can make detailed sketches of the features of a location.</li> <li>-I can look at maps of areas I am studying and identify features.</li> <li>-I can draw maps and plans of localities</li> <li>-I have studied that include keys, grid references, a simple scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols.</li> <li>-I can plan a route using 8 points of the compass.</li> <li>-I can undertake environmental surveys of the</li> </ul>	<ul style="list-style-type: none"> <li>-I can plan a journey to a place in England.</li> <li>-I can create maps e.g. - Plan a tour of the school, which includes a map/plan of the school and the main geographical features you would see identified, with a key.</li> <li>-I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.)</li> <li>-I can choose effective recording and presentation methods e.g. tables to collect data.</li> </ul>	<ul style="list-style-type: none"> <li>-I can plan a journey to a place in another part of the world, taking into account distance and time.</li> <li>-I can make an aerial plan/map of the school or local area.</li> <li>-I can classify local buildings.</li> <li>-I can use recognised symbols to mark out local areas of interest on own maps.</li> <li>-I can undertake an environmental or human use survey in the local area or on a visit – drawing comparisons with another locality.</li> <li>-I can collate data collected to produce graphs and charts of the results.</li> </ul>	<ul style="list-style-type: none"> <li>-I can plan an environmental or human use survey in the local area or on a visit.</li> <li>-I can collate data collected to produce graphs and charts of the results drawing conclusions.</li> <li>-I can use collected data to answer and raise further questions about my study.</li> </ul>

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		environmental features around the school and compare with features of another area.	school grounds e.g. litter, noise, likes/ dislikes, areas for improvement • I can record data and draw simple conclusions from my findings.	-I can draw conclusions from data.	-I can ask geographical questions e.g. how is traffic controlled? What are the main problems?	
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