

**Shrivenham Primary School - Geography Skills Progression**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	What's beyond my window?	How is Shrivenham different?	Would you want to live under a volcano?	Why are rainforests important?	Rivers- friend or foe?	What's so amazing about America?
<b>Locational and Place skills</b>						
<p>Recognise some similarities and differences between life in this country and live in other countries.</p> <p>Explore the natural world around them.</p>	Use world maps, atlases and globes to locate the UK and its countries.	<p>Use world maps, atlases and globes to locate the seven continents and 5 oceans.</p> <p>Use world maps, atlases and globes to locate South America and then Colombia.</p>	<p>Use world maps, atlases and globes to locate Europe and some of the main countries, the oceans and their capitals.</p> <p>Compare graphs to know the weather in Italy compared to the UK.</p> <p>Locate the main volcanoes of the world.</p> <p>Research the events of the Mount Vesuvius eruption in 79AD.</p>	<p>Use world maps, atlases and globes to locate South America and its countries.</p> <p>Identify and locate the equator, tropics and different hemispheres of the world.</p> <p>Research the climate in South America compared to Europe.</p> <p>Locate and define the different biomes and climate zones of the world.</p>	<p>Use world maps, atlases and globes to locate the main rivers of the world.</p> <p>Locate human and physical features of the world.</p> <p>Research the course of the River Danube and the River Thames.</p> <p>Locate land-use features of the locality I am studying.</p>	<p>Use maps, atlases and globes to locate countries of the world and explain where they are in relation to one another.</p> <p>Name and locate major cities of the countries I am learning about.</p> <p>Locate human and physical features of the world</p> <p>Use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle and time zones</p> <p>Identify physical and human geographical similarities and differences of a region or North America, comparing to the United Kingdom</p>
<b>Human and Physical Geography</b>						

<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what have been read in class.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Describe the key features of their classroom and school grounds</p> <p>Use Ariel photographs to locate key human and physical features of the school and grounds.</p>	<p>Locate the hot and cold areas of the world in relation to the equator and North and South poles.</p> <p>Identify the key features of the North and South poles.</p> <p>Identify the physical and human features of Salento and Shrivenham.</p>	<p>Give the similarities and differences between a region of the UK and a region in Europe.</p> <p>Identify significant physical and human landmarks in a country in Europe.</p> <p>Describe the process of a volcano and the impact it has on the land around.</p> <p>Describe some aspects of physical geography – mountains and volcanoes</p>	<p>Give distinguishing physical features of South America.</p> <p>Describe some aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p>Describe the different land use and trade links within the Amazon rainforest.</p>	<p>Identify the physical impact rivers have on the land.</p> <p>Describe the water cycle and its different stages.</p> <p>Describe the effects erosion has on the shape of a river.</p> <p>Recognise the common human features along the edge of a river.</p> <p>Describe the different land use, economic activities and trade links of two river studies.</p>	<p>Accurately describe some aspects of physical geography e.g. climate zones, biomes, mountains and earthquakes.</p> <p>Accurately describe some aspects of human geography e.g. types of settlement and land use and distribution of natural resources</p>
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**Geographical skills and fieldwork**

<p>Draw information from a simple map.</p>	<p>Observe and record the weather in their local area.</p> <p>Use simple compass directions (North, South, East and West), locational and directional language to describe the location of features and routes on a map</p> <p>Use simple fieldwork</p>	<p>Find the UK and its countries on a map, globe and in an atlas.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical feature.</p> <p>Devise simple maps and construct basic</p>	<p>Find countries, continents and oceans I have learnt about on a map, globe and in an atlas</p> <p>Use aerial photographs, pictures, and digital mapping to recognise countries features.</p> <p>Use graphs to collect data on climate.</p>	<p>Use climate and biome maps to locate the different zones of the world.</p> <p>Read and understand temperature mapping.</p> <p>Use graphs to collect data on climate.</p> <p>(Use the eight-point compass, four-figure gridreferences, symbols</p>	<p>Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods (sketches, maps, plans and graphs.</p> <p>(Use the eight-point compass, four-figure gridreferences, symbols and keys to build their</p>	<p>Find countries, continents and oceans I have learnt about on a map, globe and in an atlas.</p> <p>Use climate and biome maps to locate the different zones of the world.</p> <p>(Use the eight points of a compass, four and six-figure grid references, symbols and key (including</p>
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	and observational skills to study the geography of their classroom and school.  Use aerial photographs to recognise landmarks and basic human and physical features.  Devise simple maps and construct basic symbols in a key.	symbols in a key.  )Use compass directions (North, South, East and West) to describe the location of features and routes on a map.) Term 1/2)	(Use the eight-point compass, four-figure grid references, symbols and keys to build their knowledge of the United Kingdom.) Term 1/2	and keys to build their knowledge of the wider world.) Term 1/2	knowledge of the wider world.) Term 1/2	the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world) Term 5/6
<b>Vocabulary</b>						
use key vocabulary linked to their specific topic.	use key vocabulary linked to their specific topic.	use key vocabulary linked to their specific topic.	use key vocabulary linked to their specific topic.	use key vocabulary linked to their specific topic.	use key vocabulary linked to their specific topic.	use key vocabulary linked to their specific topic.
	use basic geographical vocabulary to refer to: - -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop					