




Sea Mills Primary School – Geographers Skills Progression

EYFS – Understanding the World		
Birth to 5 2 Year Olds	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.	<u>Vocabulary Bank</u> beach, boat, bungalow, bus, car, church, cottage, country, detached, down, flat, forest, hill, home, house, left, mountain, ocean, right, river, school, sea, semi-detached, ship, shop, town, transport, up, village, volcano, wood, cold, warm, hot, up, down, country, people, culture, map, same, different
Development Matters 3-4 Year Olds		
Reception	ELG: People, Culture and Communities Children at the expected level of development will: <ul style="list-style-type: none">- 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, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: <ul style="list-style-type: none">- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15- 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	

<p>Curious City Enquiries</p> 	<p>Year 1</p> <p>How do we move around?</p> <p>How does my city change?</p> <p>What grows in my city?</p> <p>Where is my city?</p>	<p>Year 2</p> <p>How are schools the same?</p> <p>How do plants grow in my city?</p> <p>How will we get around in the future?</p> <p>What is home?</p>	<p>Year 3</p> <p>How can we find out about people in the past?</p> <p>How do plants die?</p> <p>What is underneath our feet?</p> <p>Where does the darkness come from?</p> <p>Why did people travel in the past?</p>	<p>Year 4</p> <p>How many bulbs is too many?</p> <p>What if the city walls could talk?</p> <p>What should your flush down the loo?</p> <p>Where does our water come from?</p> <p>Why do we live here?</p>	<p>Year 5</p> <p>How are you helping to save the planet?</p> <p>How can you show what you believe in?</p> <p>What does the earth look like from the solar system?</p> <p>Where is our twin?</p> <p>Who is trading with whom?</p> <p>Why do we celebrate carnivals?</p>	<p>Year 6</p> <p>How can we all live together?</p>
<p>National Curriculum Skills</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • develop knowledge about the world, the United Kingdom and their locality. • understand basic subject-specific vocabulary relating to human and physical geography; • begin to use geographical skills, including first-hand observation, to enhance their locational awareness. 		<p>Pupils should:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. • include the location and characteristics of a range of the world's most significant human and physical features. • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge 			
<p>Place Knowledge</p>	<ul style="list-style-type: none"> • Know about some present changes that are happening in the local environment e.g. at school • Link their homes with other places in their local community. • Name, describe and compare familiar places. • Suggest ideas for improving the school environment. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> • Recognise there are similarities and differences between places. Develop an awareness of how places relate to each other. 	<ul style="list-style-type: none"> • Understand why there are similarities and differences between places. • Know about the wider context of places - region, country. 	<ul style="list-style-type: none"> • Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Diverse people and places (locational knowledge)	<ul style="list-style-type: none"> Understand how some places are linked to other places e.g. roads, trains. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 		<ul style="list-style-type: none"> Recognise the different shapes of continents. 		
				<ul style="list-style-type: none"> Identify where countries are within Europe; including Russia. 	<ul style="list-style-type: none"> Recognise the different shapes of countries. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
					<ul style="list-style-type: none"> Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
					<ul style="list-style-type: none"> Identify the physical characteristics and key topographical features of the countries within North America. 	<ul style="list-style-type: none">

		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name, locate and identify characteristics of the seas surrounding the United Kingdom 	<ul style="list-style-type: none"> Name and locate the cities of the UK. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
			<ul style="list-style-type: none"> Identify where counties are within the UK and the key topographical features. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know about the wider context of places e.g. county, region and country. 	
				<ul style="list-style-type: none"> Demonstrate knowledge of features about places around him/her and beyond the UK. 	<ul style="list-style-type: none"> Know and describe where a variety of places are in relation to physical and human features 	<ul style="list-style-type: none">
				<ul style="list-style-type: none"> Recognise that people have differing quality of life living in different locations and environments Know how the locality is set within a wider geographical context. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Human and physical	<ul style="list-style-type: none"> Describe seasonal weather changes. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key human features, Use basic geographical vocabulary to refer to key physical features, 	<ul style="list-style-type: none"> Identify physical and human features of the locality. (Human and physical geography) 	<ul style="list-style-type: none"> Describe human features of UK regions, cities and /or counties. 	<ul style="list-style-type: none"> Understand how humans affect the environment over time. 	<ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,

				<ul style="list-style-type: none"> Understand the effect of landscape features on the development of a locality. 		food, minerals and water.
				<ul style="list-style-type: none"> Describe how people have been affected by changes in the environment. 	<ul style="list-style-type: none"> Understand why people seek to manage and sustain their environment. (Human and physical geography) Know about changes to world environments over time 	
				<ul style="list-style-type: none"> Explain about key natural resources e.g. water in the locality. 	<ul style="list-style-type: none"> Know how rivers erode, transport and deposit materials. 	
					<ul style="list-style-type: none"> Know about the physical features of coasts and begin to understand erosion and deposition. 	
			<ul style="list-style-type: none"> Explain about weather conditions / patterns around the UK and parts of Europe. 	<ul style="list-style-type: none"> Explore weather patterns around parts of the world. 	<ul style="list-style-type: none"> Understand about weather patterns around the world and relate these to climate zones 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. 	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. 	<ul style="list-style-type: none"> Plan the steps and strategies for an enquiry. 		<ul style="list-style-type: none"> Use maps, charts etc. to support decision making about the location of places e.g. new bypass.
	<ul style="list-style-type: none"> Use simple maps of the local area e.g. large scale, pictorial etc. Make simple maps and plans e.g. pictorial place in a story. 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> Recognise that different people hold different views about an issue and begin to understand some of the reasons why. 			

	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Communicate findings in ways appropriate to the task or for the audience. 			
	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. 	<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. 	<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.
		<ul style="list-style-type: none"> Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. 			
		<ul style="list-style-type: none"> Make more detailed fieldwork sketches/diagrams. 			<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
		<ul style="list-style-type: none"> Use fieldwork instruments e.g. camera, rain gauge. 			
		<ul style="list-style-type: none"> Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. 	<ul style="list-style-type: none"> Measure straight line distances using the appropriate scale. 		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
		<ul style="list-style-type: none"> Use four figure grid references. 	<ul style="list-style-type: none"> Explore features on OS maps using 6 		<ul style="list-style-type: none"> Use the eight points of a

			<ul style="list-style-type: none"> Use the 8 points of a compass. 	figure grid references.		compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.
			<ul style="list-style-type: none"> Make plans and maps using symbols and keys. 	<ul style="list-style-type: none"> Draw accurate maps with more complex keys. 		
Vocabulary bank	EYFS vocabulary plus: autumn, backwards, city, cliff, coast, cold, environment, factory, far, farm, forward, harbour, hot, map, near, office, roads, season, spring, summer, weather, winter	EYFS + Year 1 vocabulary plus: cities, countries, continents, directions, Equator, human features, North Pole, physical features, port, soil, South Pole, valley, vegetation,	atlas, cliff, coast, contours, core, compass, coordinates, county, country, crust, direction, earthquakes, factory, floodplain, granite, harbour, hills, igneous, industry, location, meander, map, mapping mantle, meander, metamorphic, mountains, ocean, office, ordnance survey port, rivers, routes, sedimentary, settlement, soil, summit, symbol, transport, valley, vegetation, volcanoes, water cycle	Africa, Asia, Antarctica, Arctic, Australasia, biodiversity, biome, city, climate, coasts, continent, contour, coral reef, deposition, deserts, environment, erosion, Europe, food, hamlet, headland, height, landscape, location, maps, mountains, North America, oceans, polar, precipitation, rainforest, region, rivers, savanna, seas, settlement, shelter, South America, temperate, topography, town, transportation, tundra, valleys, village, water,	Antarctic Circle, Arctic Circle, biomes, climate, climate zone, continents, deposition, deserts, Earth, earthquakes, Equator, environments, erosion, forests, globe, global, Greenwich Meridian, ice-caps, latitude, longitude, map, mountains, Northern Hemisphere, oceans, polar, poles, Prime Meridian, rivers, Southern Hemisphere, Time zones, tropics, Tropic of Cancer, Tropic of Capricorn, vegetation belts, water cycle, world,	brown field, continent, countries, culture, demographic, economic, fair trade, feature, food miles, goods and services, greenfield, human geography, industrial, industry, maps, migration, mountains, oceans, physical geography, population, regeneration, renewables, rivers, sea, source, sprawl, suburb, sustainable, sustainability, trade,