



GEOGRAPHY:

Progression of Key Skills

	Year 1 How do I get to school? What places are there in the UK? What is the weather like in the UK?	Year 2 What is wonderful about our world? What is it like in Australia? What is happening in our oceans?	Year 3 What is it like to live in a village? How can we look after our woodlands? How can people live in deserts?	Year 4 Would you like to visit Italy? How does the water go round and round? What is it like to live in a rainforest?	Year 5 Why is our world so different? How does the earth shake, rattle and roll? What can we do about climate change?	Year 6 Amazing Americas! Why do people leave their home? (Europe/ Migration) Where do all our things come from? (Global Trade)
Location Knowledge	As a geographer I can: name and locate the four countries of the British Isles, with their capital cities talk about the different features of each of the four countries that make up the United Kingdom	As a geographer I can: name the surrounding seas of the United Kingdom name and locate the world's seven continents. Locate and label the five major oceans	As a geographer I can: name and locate counties and cities of the United Kingdom and suggest reasons for their locations. share my own views about locations. Describe land-use patterns and make comparisons between Theydon Bois Village and larger settlements I know. Locate the world's major deserts and relate position to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.	As a geographer I can name and locate some countries of Europe name and locate some of the regions of Italy. locate geographical regions and their identifying human and physical characteristics, including hills, mountains, and rivers. Locate the world's major rainforests and relate position to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.	As a geographer I can name and locate the distribution of the world's major biomes - identifying human and physical characteristics and relate position to the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones. locate and explain the occurrence of major volcanoes and earthquakes . (Case study Mount Fuji)	As a geographer I can name and locate some of the countries and cities of the world (focus Europe and North and South America) and understand the human and physical changes that have occurred. describe the locations and environments of significant places both globally and locally. e.g. Continents, Oceans, longest rivers, deserts etc confidently locate places on a world map,

Place Knowledge	As a geographer I can: recognise similarities and differences of geographical features in my own immediate environment talk about people and places within and beyond my local environment identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area	As a geographer I can compare a local City/town in England with a contrasting city in Kenya. explore the human and physical characteristics of Australia and make comparisons with my own environment. . find out about the human and physical characteristics of some of Britain's beaches.	As a geographer I can compare geographical regions (desert areas) and their identifying human and physical characteristics, Focus on Egypt – link with history. explore the human and physical characteristics of our deciduous forest biome. (Epping Forest) Understand and evaluate what it might be like to live in a village. (Theydon Bois)	As a geographer I can compare geographical regions and their identifying human and physical characteristics, (Tropical Rainforests) describe geographical similarities and differences between the United Kingdom and Italy. describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?	As a geographer I can compare geographical regions and their identifying human and physical characteristics, (world biomes) understand some of the reasons for geographical similarities and differences between countries. explain how locations around the world are changing and explain some of the reasons for change. Understand the threats posed to humans in some locations of the world due to climate changes and natural disasters.	As a geographer I can explain and discuss a range of reasons for geographical similarities and differences between countries. explain how locations around the world are changing and explain some of the reasons for change describe geographical diversity across the world. Explain and discuss how people and goods move and are transported between regions, countries and continents.
Physical Geography	As a geographer I can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, to refer to the physical features of places studied	As a geographer I can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	As a geographer I can ask and answer geographical questions about the physical characteristics of a location. identify and describe how the physical features affect the human activity within a location (deserts). describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,	As a geographer I can I ask and answer geographical questions about the physical and human characteristics of a location Begin to identify and describe how the physical features affect the human activity within a location (Italy) describe key aspects of physical geography, including the water cycle rivers, mountains, volcanoes and earthquakes. identify and describe how the physical features affect the human activity within a location.	As a geographer I can begin to collect and analyse statistics and other information in order to draw clear conclusions about locations begin to identify and describe how the physical features affect the human activity within a location describe key aspects of physical geography, including, volcanoes and earthquakes. Explain how global climate patterns have changed. begin to understand and explain how countries and geographical regions	As a geographer I can collect and analyse statistics and other information in order to draw clear conclusions about locations identify and describe how the physical features affect the human activity within a location identify and describe the main physical characteristics of North and South America understand how some of the physical geography of locations have changed over time

					are interconnected and interdependent (Climate Change)	
Human Geography	As a geographer I can identify land use around the school I understand the differences between towns, villages and cities. understand the impact that the weather has on our everyday lives.	As a geographer I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? (Focus: Australia) Compare and contrast the human I features of a British locality with a locality in Kenya, including land use differences. Understand the impact humans can have on our environment (oceans). Link with GLOBAL GOALS Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop .	As I geographer I can ask and answer geographical questions about the human characteristics of a location. describe key aspects of human geography including settlements and land use ask questions about sustainability and how we can look after our forest land (link with (GLOBAL GOALS) understand the adaptations humans can make to live in desert environments.	As I geographer I can ask and answer geographical questions about the human characteristics of a location. identify and describe how the physical features affect the human activity within a location. name and locate some of the countries and cities of the world and their identifying human characteristics and understand how some of these aspects have changed over time. Begin to describe and understand key aspects of human geography, including: economic activity and the distribution of natural resources including energy, food, minerals and water. Understand the impact humans are having on the rainforest (link with GLOCBAL GOALS).	As I geographer I can answer questions about how the human characteristics of some places have changed over time. describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water describe how humans contribute to and can mitigate against the effects of global warming. (link with GLOBAL GOALS)	As I geographer I can explain how countries and geographical regions are interconnected and interdependent. Compare and contrast 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, food, minerals and water. Explore and explain the reasons for migration (link with GLOBAL GOALS – Reduced Inequalities)

Geographical Enquiry and Fieldwork	As a geographer I can :	As a geographer I can:	As a geographer I can:	As a geographer I can:	As a geographer I can:	As a geographer I can
	use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities use aerial images to recognise landmarks and basic physical features Use simple fieldwork to observe, measure and record the human and physical features in my local area use a simple key to recognise physical or human features on a map create a simple map of my local environment.	use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn and use the four points of a compass to describe the location of features on a map Use locational and directional language such as: near, far, left, right to describe the location of features on a map use aerial images and plan perspectives to recognise landmarks and basic physical features Devise a simple map, and use and construct basic symbols in a key Use simple grid references? (A1, B1) I can use fieldwork to observe, measure and record the human and physical features in the local area.	use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. (Theydon Bois) Use a wider range of resources to identify the key physical and human features of a location Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. Use 4 figure grid references to locate points of interest on a map.	use maps, atlases and digital/computer mapping to locate countries and describe features including sketch maps, plans, graphs and digital technologies use a range of resources to identify the key physical and human features of a location use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world Create maps of locations identifying some features using a key	I use a few geographical resources to give descriptions and opinions of the characteristic features of a location Can I talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map) use the eight points of a compass, four to six-figure grid references, symbols and keys. create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land	use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location (for example population pyramids) Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.(compare with a South American) city. analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land