

**Progression in Geography at Winslow CE School**

**LOCATIONAL KNOWLEDGE**

Year group	Rainbows Preschool	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Skills progression	<p>*Begin to understand that there are other countries in the world.</p>	<p>* Begin to identify the locations of their home and school and other familiar places.                      *Begin to describe locations using simple locational and directional language.                      *Begin to ask and answer simple geographical questions linked to location e.g. Where is...?                      *Begin to understand what a country is in relation to identifying Australia and China are different countries to us.</p>	<p>* Locate places in the school building, on the grounds and in the local area on a map.                      * Name and locate the four countries of the UK and their capital cities.                      * Name and locate the seas surrounding the UK.                      * Identify and locate the North and South Poles, Equator and the Northern and Southern Hemispheres.                      *know the names of 3 countries that are on the equator (Brazil, Kenya, Columbia).</p>	<p>* Name and locate the seven continents and five oceans of the world.                      * Describe some geographical similarities and differences between the continents of the world based on their locations.                      * Identify and locate continents that have significant hot or cold areas and link to Poles/Equator.                      *Identify and locate places studied (Antarctica and Tulum, Mexico) on a range of maps.                      *Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude.</p>	<p>*Understand the location of Winslow as within the South East region of the UK.                      *Describe the locations of the geographical regions of the UK, our nearby counties and major UK cities.                      * Identify the locations of some of the key human and physical features of the UK.                      *Understand that land use patterns in the UK have changed over time.                      * Locate and compare some of the major rivers of the world and the UK.                      *Identify and locate Brazil and its major cities such as Rio de Janeiro using maps and compare to the location of other regions (e.g. Winslow, Tulum, Mexico, Antarctica).</p>	<p>*Identify where the main mountain ranges are located in the UK and the world and the geographical features of a mountain (Mount Everest).                      *Identify where volcanoes (e.g. Mount Etna, Iceland, Mauna Loa) are located on a world map including the "Ring of Fire".                      * Locate areas of the world where earthquakes occur.                      *Locate the countries of Europe and use maps to identify Europe's major regions, cities and human and physical characteristics as well as consideration of the location of Russia.                      *Identify and locate Copenhagen, Denmark using maps and compare to the location of our region.                      * Name and locate the world's climate zones, biomes and vegetation belts using maps including those within the Alps.                      *Locate the position of the Tropics of Cancer and Capricorn as lines of latitude.</p>	<p>* Locate the countries of the USA and Kenya and use maps to identify major regions, cities and human and physical characteristics.                      *Locate position of time zones within the Americas and Kenya compare to those around the world considering the Prime/Greenwich Meridian.                      * Locate the city of Milton Keynes on a range of maps of various scales and perspectives.                      * Locate the home counties, and their key towns/cities, on a map and those that border Buckinghamshire.</p>	<p>*Identify the location of major cities and countries within global trade routes                      *Identify the location of key UK exports.                      * Identify the location of a global supply chain                      * Identify key countries in which fairtrade has been influential                      *Identify the location of key countries around the world for example, Canada and Australia.                      * Identify the locations of countries making global breakthroughs in sustainability.</p>

**PLACE KNOWLEDGE**

Year group	Rainbows Preschool	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills progression	<p>*Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home</p>	<p>*Discuss and begin to describe own significant places such as home and school. *Begin to identify the main geographical features of their immediate environment *Understand that places can have similarities and differences.</p>	<p>*Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. *Know that places can be compared in many ways e.g. size, amenities, transport, location or weather. *Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Winslow area and begin to compare unfamiliar areas.</p>	<p>*Identify reasons why the places studied are significant and the people or groups who they are significant for. *Understand and explain the meaning of the term 'non-European country'. *Observe and describe some geographical similarities and differences between locations studied. *Explain the similarities and differences in the lives of people in the locations studied. *Explain the difference between human and physical geographical features.</p>	<p>* Make simple comparisons between some human and physical geographical features of the UK. *Describe how land use has changed over time in the UK locations studied (Birmingham and Blackpool). *Investigate and identify the key human and physical geographical features of the UK. *Identify geographical similarities and differences between our local region and town and other UK regions and towns/cities. *Investigate and describe the human and physical geographical features of Brazil. *Understand some of the ways in which rivers (including the Thames) affect the human and physical geography of places.</p>	<p>*Understand some of the effects of climate on the human and physical geography of places. *Investigate and describe the human and physical geography of the European region studied in depth (Copenhagen, Denmark). * Identify geographical similarities and differences between a region in Europe (Copenhagen) and our local area</p>	<p>*Make comparisons between the human and physical geography of the continents of North America, Europe and Kenya. *Compare and contrast a range of the human and physical features identifying similarities and differences. *Suggest and evaluate reasons for geographical similarities and differences between locations. *Make a range of comparisons between the local city studied (Milton Keynes) and other locations studied (Winslow, Tulum, Antarctica, Brazil, Copenhagen, The USA).</p>	<p>*Describe some of the effects of economic activity, including trade links, distribution of natural resources on the people who live in the places studied. *Identify and describe geographical links (interconnections) between the range of places studied. * Explain how human and physical features and processes interact and cause change over time. *Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources.</p>

## HUMAN AND PHYSICAL GEOGRAPHY

Year group	Rainbows Preschool	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills progression	<p>*Use basic language to describe features in their home and other familiar environments.</p>	<p>* Begin naming features/familiar places within the local environment e.g. school, home, house, road, park</p> <p>* Make observations of the local environment and begin to understand why some things occur and/or change.</p> <p>* Identify and begin to describe the daily weather and seasons using basic vocabulary</p> <p>* Identify similarities and differences between familiar places using basic vocabulary.</p> <p>*Begin to make observations and discuss, with support, unfamiliar environments.</p>	<p>*Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p>* Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment.</p> <p>*Use some basic geographical vocabulary to identify key human and physical features of places studied.</p> <p>*Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season.</p>	<p>*Explain the main differences between human and physical geographical features.</p> <p>* Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied.</p> <p>*Make simple comparisons between the key human and physical features of places studied (e.g. Tulum and Antarctica)</p>	<p>* Begin to understand the terms 'physical geography' (study of the natural features of the Earth) and 'human geography' (study of how human activity affects or is influenced by the Earth's surface and environment).</p> <p>*Begin to use a wider geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the places studied.</p> <p>*Identify types and sizes of settlement found in the UK and begin to identify those found abroad;</p> <p>describe some of the characteristics of different settlements.</p> <p>*Understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of Earth.</p> <p>*Describe the key features and uses of rivers (including the Thames) and understand how their features and uses have changed over time.</p> <p>*Identify some examples of the economic activity of the locations studied.</p>	<p>* Explain the differences between the terms 'human geography' and 'physical geography'.</p> <p>*Use a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied.</p> <p>* Describe and understand the concept of climate.</p> <p>*Identify the key features of the world's climate zones, biomes and vegetation belts</p> <p>* Describe and explain the economic activity of the location studied (Copenhagen, Denmark).</p> <p>* Understand what volcanoes, mountains and earthquakes are and describe how they can impact the human and physical geography of a place.</p> <p>*Begin to understand links between the human and physical geography of the places studied.</p> <p>* Suggest ways in which the local economy/services could be improved.</p>	<p>* Describe, compare and evaluate the land use in Milton Keynes.</p> <p>* Consider links between the human and physical geography of the places studied.</p> <p>*Secure and further develop the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the continents, countries and regions studied.</p> <p>* Understand the impact of climate zones and biomes on the human and physical geography of the regions studied.</p> <p>* Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied.</p> <p>*Identify how the physical and human geographical features of a local city has an impact on economic activity.</p>	<p>* Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world</p> <p>* Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved.</p> <p>*Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied.</p>

## GEOGRAPHY SKILLS AND FIELDWORK

Year group	Rainbows Preschool	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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<p>Skills progression</p>	<p>*Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p>	<p>Graphicacy skills:          *Identify a map.          *Begin to make attempts at drawing a map.          *Make attempts at drawing and labelling features of familiar environments and imaginary places.          *Begin to use secondary sources to find out about places (e.g. photos, sketches, films etc).</p> <p><u>Fieldwork enquiry and practical skills:</u>          *Make basic observations of familiar and unfamiliar environments, including identifying some similarities and differences between places.          *Begin to use basic directional and locational language.</p> <p><u>Academic skills:</u>          * Begin to ask and answer simple questions about what has been observed.</p>	<p>Graphicacy skills:          *Use a globe and world map to locate the UK          *Use a map of the UK to identify countries, capitals and surrounding seas.          *Begin to follow routes on maps.          *Use basic symbols in a key.          * Draw own maps and plans by drawing simple shapes or drawing around given shapes.          *Use tallies and simple tables.          *Begin to use aerial and satellite photos and plan perspectives to recognise familiar features</p> <p><u>Fieldwork enquiry and practical skills:</u>          *Engage in simple, teacher-led fieldwork enquiries          *Begin to use first-hand observation to identify features/patterns.          *Further develop directional and locational language and begin to use the 4 compass directions to describe location of features and routes.          *Understand what a compass is and begin to use it to describe location e.g. X is at the North of the playground.</p> <p><u>Academic skills:</u>          * Ask and answer simple questions when prompted about what has been</p>	<p>Graphicacy skills:          *Use world maps, globes and atlases to identify the locations studied.          *Begin to use the contents/index of an atlas.          *Devise a simple map of a place in the local area.          *Begin to recognise basic OS symbols.          *Use simple grid references e.g. (A1, D4) to locate squares on a map.          *Zoom in/out and begin to use digital maps.          *Use pictograms, tally charts and simple tables.          *Begin to use aerial and satellite photos and plan perspectives to recognise local landmarks and features.</p> <p><u>Fieldwork enquiry and practical skills:</u>          *Engage in teacher-led/guided enquiries.          *Use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units.          *Use a compass (four compass points) to follow and describe routes.          *Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from</p>	<p>Graphicacy skills:          *Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.          *Use the index and contents of an atlas.          *Understand the purpose of contour lines on maps.          *Create a simple sketch map e.g. of a route with symbols and a key.          *Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity etc).          *Begin to use 4-figure grid references and know that they can be used to identify locations.          *Work out simple distances on maps and digital maps.          *Begin to understand the use of scale on maps.          *On digital maps, begin to identify scale and annotate with text and labels.          *Use bar charts and more complex tables          *Begin to consider purpose and reliability of different image types.</p> <p><u>Fieldwork enquiry and practical skills:</u>          *Engage in guided enquiries and begin to suggest own questions for enquiry</p>	<p>Graphicacy skills:          *Use a wider range of maps (including OS at various scales) to locate countries and describe features studied.          *Draw a map from a description and compare to other maps.          *Use complex keys.          *Begin to draw to scale and understand and use scale-bars.          *Use scales to estimate distances.          *Use 4-figure grid references to identify and describe locations.          *On digital maps, begin to measure distances.          *Use bar charts, time graphs, and discrete and continuous data.          *Understand and explain the purpose/reliability of different images types including oblique views.</p> <p><u>Fieldwork enquiry and practical skills:</u>          *Engage in guided enquiries and suggest own questions for enquiry          *Evaluate own observations and compare them with others          *Use the eight points of a compass to follow and describe routes and identify locations          *Apply age-appropriate Maths knowledge to understanding of geography (e.g.</p>	<p>Graphicacy skills:          *Use a wide range of maps (including thematic maps) to locate and describe features studied.          *Draw to scale from given measurements/using observations and compare to other maps.          *Compare and evaluate maps with different scales.          *Begin to create own complex keys.          *Begin to use 6-figure grid references.          *On digital maps, use linear and area measuring tools to start to use and contrast digital maps at varying scales.          *Complete and interpret tables and line graphs.          *Compare images that have been altered using digital technology and explain implications of this.</p> <p><u>Fieldwork enquiry and practical skills:</u>          *Begin to complete enquiries based on own suggested questions          *Evaluate own observations, compare them with others and begin to draw conclusions          *Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass,</p>	<p>Graphicacy skills:          *Use a wide range of maps (including distribution and thematic maps).          *Confidently use distribution and thematic maps to illustrate an idea.          *Design/draw distribution/thematic maps.          *Create scale-bars on maps and draw to scale for maps/sketches.          *Create own complex keys.          *Use digital mapping to accurately measure with a range of measuring tools and make appropriate selections from maps to inform research.          *Interpret and construct line graphs based on data and calculate and interpret averages.          *Compare and then carefully select images for a purpose (e.g. as evidence to show reliability).</p> <p><u>Fieldwork enquiry and practical skills:</u>          *Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results.          *Evaluate own observations, compare them with others and draw conclusions.          *Apply age-appropriate Maths knowledge to understanding of</p>
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			<p>observed.  *Understand that we can find out about the world from a range of sources (link to History NC)  *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.</p>	<p>own perspective, NSEW).  <u>Academic skills:</u>  *Confidently ask and answer questions about what has been observed.  *Start to make selections from or within sources of information.  *Identify ways in which Geography is presented and represented (e.g. fiction, images, maps)  *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>	<p>*Begin to evaluate own observations and compare them with others.  *Understand the eight compass points and begin to use them to follow routes  *Apply age – appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales)  *Secure use of left/right from any perspective and use eight compass points to describe routes  <u>Academic skills</u>  *Begin to frame questions and answers in geographically valid ways (e.g. linked to similarities and differences or change over time)  *Select information according to relevance (e.g. identifying only 'main' landmarks or features)  *Begin to understand the difference between primary and secondary data (link to History NC)  *Understand that there are different ways to represent geographical information and that these might inform opinions/beliefs  *Present information using age-related tables, graphs and charts, maps and</p>	<p>length, distance, mass, capacity/volume, angles, area and scales)  <u>Academic skills:</u>  *Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference)  *Identify connections, contrasts and trends in observations or information selected  *Recognise that geographical 'facts' can vary depending on the source and begin to suggest reasons for this.  *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>	<p>capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures)  <u>Academic skills:</u>  *Ask and answer geographically valid questions (e.g. about significance, reliability, relevance and perspective)  *Explain the usefulness, reliability and relevance of information.  *Begin to understand how geographical 'facts' are often interpreted to support opinions  *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>	<p>Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume)  <u>Academic skills:</u>  *Regularly ask and answer perceptive questions in geographically valid ways.  *Thoughtfully organise information by relevance and begin to critique information provided by a range of sources.  *Explain how geographical 'facts' are used and interpreted to support opinions.  *Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>
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					plans, drawings and perspectives, posters and diagrams and digital presentations.			
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**ENVIRONMENT SUSTAINABILITY**

Year group	Rainbows Pre-School	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills	*Consider places that are important to us and use this to begin to discuss why we should look after those places.	*Consider ways we can look after our school and homes, e.g. recycling, litter picking etc	*Begin to consider the change to hot and cold places due to climate change.	*Discuss the impact of the 2041 Treaty on Antarctica and its importance going forwards *Begin to consider what Tulum has done to become a more sustainable city.	*Discuss the impact of pollution on the River Thames. *Show awareness of deforestation in Brazil and discuss its implications. *Begin to consider the contrasts seen in wealth in Rio De Janeiro.	*Understand what has made Copenhagen one of the most sustainable cities in the world and make suggestions for improvements to our local area. *Begin to consider the impact climate change could have on life on Earth.	*Understand and discuss some ideas the USA is bringing in to encourage sustainability. *Explain ways in which Milton Keynes has promoted sustainability and suggest ideas for the future. *Consider threats Kenya is facing, e.g. extinction of species, and growing divide between rich and poor.	*Describe and explain ways in which global trade can be made more sustainable, such as fairtrade and more environmentally friendly transport options. *To understand causes of climate change and the impact of this on areas (e.g. Great Barrier Reef, Maldives, Churchill in Canada). *Discuss the impacts of change of weather patterns in the UK such as storms and extreme heatwaves. * Understand global breakthroughs that are being made to improve sustainability around the world such as the use of wind power in the UK, The Ocean Clean Up (NGO based in the Netherlands), and reforestation in Costa Rica.