

Sacred Heart progression of skills- Geography



Early Learning Goals in EYFS:

- To know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another
- Talk about the daily weather and how it changes over the seasons and how this affects us.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Geographical Skills and Fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries. (Year 1)

Use world maps, atlases and globes to identify the United Kingdom and its countries as well countries, continents and oceans studied at this key stage. (Year 2)

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. (Year 2)

Use simple compass directions and locational and directional language to describe the location of features and routes on a map. (Year 2)

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. (Year 3)

Use the eight points of a compass, some basic symbols and key maps to locate countries and describe features studied. (Year 3)

Use fieldwork to observe and record the human and physical features in the local area (The Midlands) using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Year 3)

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. (Year 4)

Use the eight points of a compass, symbols and key on maps and introduce four-figure grid references. (Year 4)

Use fieldwork to observe and record the human and physical features in the local area (The Midlands) using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Year 4)

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. (Year 5)

Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. (Year 5)

Identify the position and significance of latitude/longitude (Year 5)

Use fieldwork to observe and record the human and physical features in the local area (The Midlands) using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Year 5)

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (Year 6)

Extend to 6 figure grid references with teaching of latitude and longitude in depth. (Year 6)

Expand map skills to include non-UK countries. (Year 6)

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Year 6)

Human and Physical Geography – Rainforest and conservations, UK local area

Identify seasonal and daily weather patterns in the United Kingdom. (Year 1)

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Year 1)

Use basic geographical vocabulary to refer to: key physical features i.e. hill, mountain. (Year 1)

Use basic geographic al vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Year 2)

Use basic geographic al vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Year 2)

Types of settlements in Early Britain linked to History. Why did early people choose to settle there? (Year 3)

Human geography including trade links in the Pre-roman, links to history. (Year 3)

Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. (Year 4)

Human geography including types of settlements in Viking, Saxon Britain linked to History. (Year 4)

Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. (Year 5)

Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) (Year 6)

Distribution of natural resources focusing on energy (link with coal mining past History- local History Aston.(Year 6)

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Locational Knowledge - Rainforest and conservations
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Year 1)</p> <p>Name and locate the world's seven continents and five oceans. (Year 2)</p> <p>Locate and name the continents on a World Map. (Year 3)</p> <p>Locate the main countries of Europe inc. Russia. (Year 3)</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. (Year 3)</p> <p>Identify capital cities of Europe . (Year 3)</p> <p>Locate and name the countries making up the British Isles, with their capital cities. (Year 3)</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. (Year 3)</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. (Year 4)</p> <p>Identify position of arctic and Antarctic circle. (Year 4)</p> <p>Locate and name the main counties and cities in/around Italy and India. (Year 4)</p> <p>Locate the main countries in Europe and North or South America. (Year 5)</p> <p>Locate and name principal cities. (Year 5)</p>
<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. (Year 6)</p>
<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time (Year 6)</p>
Place Knowledge - Rainforest and conservations, UK local area, France
<p>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. (Year 1)</p> <p>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 concentrating on islands and sea sides. (Year 2)</p> <p>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 concentrating on islands and sea sides. (Year 2)</p> <p>Study regions in the UK focusing on the Midlands. (Year 3)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, (Anglo Saxons and Vikings-link with history) a region in a European country, (Italy) and a region within Asia. (Year 4)</p> <p>(India)Compare a region in UK with a region in North America (Mexico) with significant differences and similarities. (Year 5)</p>
<p>Compare a region in UK (Aston) with a region in N. or S. America (rainforest) and a place in Europe (France) with significant differences and similarities. (Year 6)</p>
<p>Understand some of the reasons for similarities and differences. (Year 6)</p>