

St Mary's CE Primary School – Steps in Learning

Progression of Skills in Geography

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<u>Locational Knowledge</u>	<p>Name and locate different parts of the community.</p> <p>Follow simple directions.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p>Name and locate the world's seven continents and five oceans.</p> <p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe including Russia.</p> <p>Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains and compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>		<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main countries and cities in/around Hawkshaw.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</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.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand how these features have changed over time.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
Place Knowledge	Name and locate different parts of the community and local area.	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 using Barnaby Bear/class bear.	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 island and sea sides.	Compare a region of the UK with a region in Europe, e.g. a local hilly area with a flat one or under sea level. Link with Science and rocks.	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.	Compare a region in UK with a region in North or South America with significant differences and similarities e.g. link to Fairtrade of bananas in St Lucia (see Geography.org.com etc. for free and commercially available packs on St Lucia focussing on Geography).	Understand some of the reasons for similarities and differences.

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<u>Human & Physical Geography</u>	<p>Use the local area for exploring both the built and natural environment.</p> <p>Express their opinions on natural and built environments.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: key physical features including: forest, hill, mountain, soil, valley, vegetation.</p> <p>Key human features including: city, town, village, factory, farm, house, office.</p>		<p>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.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Describe and understand key aspects of Physical geography including: rivers and the water cycle, excluding transpiration, brief introduction to volcanoes and earthquakes linking to science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>		<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
Geographical Skills & Field work	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</p>		<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe 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.</p>		<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>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.</p> <p>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.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<p><u>Direction and Location</u></p>	<p>Follow simple directions.</p> <p>Follow directions (up, down, left/right, forwards, backwards)</p>		<p>Follow directions (as per Year 1 and including NSEW).</p> <p>Use 4 compass points to give/follow directions.</p> <p>Use letter/no. coordinates to locate features on a map.</p>		<p>Use 4 compass points well.</p> <p>Begin to use 8 compass points.</p> <p>Use letter/number coordinates to locate features on a map confidently.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figures coordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid ref; use latitude and longitude on atlas maps.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<p><u>Drawing maps</u></p>	<p>Draw and create own maps using real objects, and or pictures and symbols.</p> <p>Draw picture maps of imaginary places and from stories.</p>		<p>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph).</p> <p>Try to make a map of a short route experienced, with features in correct order.</p> <p>Try to make a simple scale drawing.</p>		<p>Make a map of a short route experienced, with features in correct order.</p> <p>Make a simple scale drawing.</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<p><u>Representation</u></p>	<p>Look at signs and symbols on different types of maps for example in school and the local community.</p> <p>Use imaginary symbols on a map.</p>		<p>Use class agreed symbols to make a simple key.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p>		<p>Know why a key is needed.</p> <p>Begin to recognise symbols on OS map.</p>	<p>Draw a sketch map using symbols and a key.</p> <p>Use/recognise OS map symbols.</p> <p>Use atlas symbols.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
Using maps	<p>Use a simple picture map to move around school</p> <p>Use a simple map with symbols to spot features in the school grounds or in the local community.</p> <p>Recognise that it is about a place.</p>		<p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p> <p>Locate places on a larger scale maps e.g. map of Europe</p> <p>Follow a route on a map with some accuracy (e.g. whilst orienteering)</p>		<p>Locate places on large scale maps (e.g. find UK or India on globe).</p> <p>Follow a route on a large scale map.</p>	<p>Compare maps with aerial photographs Select a map for a specific purpose (e.g. pick Atlas to find Taiwan, OS map to find local village).</p> <p>Begin to use atlases to find out about other features of places (e.g. Find wettest part of the world).</p> <p>Follow a short route on OS map.</p> <p>Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places (e.g. Mountain regions, weather patterns)</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<u>Style of Maps</u>	Real maps and globes, electronic globes and maps, maps of the classroom, school, park, zoo etc. story maps.		Find land/sea on a globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial photographs.		Use large and medium scale OS maps. Use junior atlases. Use maps on internet. Identify features on aerial photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps. Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.	