

Fairholme Primary School Geography Progression of Skills

EYFS	
Nursery	
Children will:	<ul style="list-style-type: none"> • Talk about special times or events of friends. • Is interested in special times or events of friends. Notices differences between their family cultures and those of others. • Know about their own environment and other places and countries through visits, pictures and family experiences (Distinguishing Attainment)
Reception	
Children will:	<ul style="list-style-type: none"> • Talk about, name and describe life of a family. • Know about the features of local and other environments including other countries (Distinguishing Attainment) <p>• ELG: 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</p>

Key Stage 1	
Year 1	
<i>By the end of year 1, children will have started to develop their curiosity of the world around them, asking questions about their immediate locality. They will understand the country in which they live, and how areas of the UK are similar and different. They will use maps, atlases and digital media to learn about the largest areas of the world, identifying continents and oceans.</i>	
Topic	Weather Watch & throughout the year
NC	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
Knowledge	Children will: <ul style="list-style-type: none"> • Look at what the weather is like in our country • Understand the weather in different seasons • Understand what weather forecasts show and use keywords to describe the weather • Design and make a weather-recording device • Identify daily weather patterns through a weather watch • Identify the dangers of weather
Skills	Children can: <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
Vocabulary	Season, weather, patterns
Topic	City Life
NC	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Knowledge	Children will: <ul style="list-style-type: none"> • Locate the UK and surrounding seas on a map • Identify the four countries of the UK • Identify the capital cities of each country in the UK • Describe what is the same about each of the capital cities • Learn about landmarks in London
Skills	Children can: <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 • 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
Vocabulary	City, town, village, factory, farm, house, office, port, harbour, shop

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Topic	Globe Trotters
NC	Name and locate the world's seven continents and five oceans
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> • Learn what a continent is and name the seven continents • Understand the similarities and differences of continents (across 2 lessons) • Know what an ocean is and name the five oceans • Locate the continents and oceans on a map • Learn about the depth of the oceans and what lives there
Skills	<p>Children can:</p> <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
Vocabulary	hill, mountain, sea, ocean, river, beach, cliff, coast, forest
Year 2	
<i>By the end of year 2, children will have started to learn about the immediate area around them, developing fieldwork skills and exploring how land is used around the vicinity of the school. They will confidently use vocabulary to describe physical and human features. They will build on their knowledge of the weather from year 1, using maps, atlases and digital media to study hot and cold areas of the world.</i>	
Topic	Out and About in Bedford
NC	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> • Walk the perimeter of the school, noting how land is used at all borders of the school and beyond • Identify the human and physical features around the school • Create a map of the school and surrounding area, recording findings of last 2 lessons • Follow clues to locate areas in the school (treasure hunt) • Consider what they like and dislike about the area of the school and add to their map using a key • Compare our school to another contrasting school in another country or part of the UK
Skills	<p>Children can:</p> <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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	City, town, village, factory, farm, house, office, shop
Topic	Beneath the Canopy
NC	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
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> • Identify the seven continents of the world and the oceans. • Identify the North and South Poles as well as the Equator. • Identify where the UK is and in particular where London is. • Identify where Brazil is (link with Equator) • Explore the geographical features of the United Kingdom, human and physical • Explore the geographical features of Brazil, human and physical
Skills	<p>Children can:</p> <ul style="list-style-type: none"> • 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 • 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 • 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
Vocabulary	Human geography, physical geography, country, continent, North Pole, South Pole, Equator, oceans
Topic	Coast to Coast
NC	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> • Learn what is meant by urban, rural and coastal environments and explore their features. • Learn what a town, a city and a village are and how they can be identified. • Locate London on a map of the UK and be able to explain it is a city and why • Use compass directions to describe the location of other places in relation to London • Learn about the similarities and differences between an urban and coastal area (West Wittering) • Begin to understand how the sea shapes the land
Skills	Children can:

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	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of a coastal environment • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Urban, rural, village, town, city, coastal, beach, cliff, sea, erosion

Key Stage 2

Year 3

By the end of Year 3, children will have learnt about how natural resources are used and have explored a range of ways we can become more sustainable when we consider the production of electricity. They will further develop their understanding of the UK, broadening their knowledge from capitals to counties and cities, using maps, atlases and digital media to identify patterns of land use.

Topic	Ready, Steady, Cook
NC	
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> • Understand seasonality and what it means to import and export goods • Explain where their food comes from and use digital maps to calculate food miles • Understand the importance of conserving food and water
Skills	<p>Children can:</p> <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
Vocabulary	Import, export, food miles, temperature, climate
Topic	What a Wonderful World
NC	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 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
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> • Recall what the key features of a village, town and city are. • Recall the continents and oceans of the world • Name and locate, cities and capital cities of the UK • Identify capital cities of countries within Europe • Explore the human and physical geography of Spain • Compare the human and physical geography of Spain with that of the UK
Skills	<p>Children can:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	City, capital city, continent
Topic	Eco-Warriors
NC	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 To 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
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> • Explain how and where electricity is generated and distributed in the UK • Explain renewable sources of electricity • Understand the importance of conserving food, water and energy supplies • Understand that access to natural resources varies in different countries • Consider how we can improve the school environment • Develop an awareness of how to
Skills	<p>Children can:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Vocabulary	Electricity, generate, food miles, conserve, natural resources, sustainable, reduce, reuse, recycle, environment
Year 4	
<i>By the end of Year 4, children will have furthered their knowledge of the local area, exploring the local area and land use within Bedfont. They will be able to ask questions and find answers through fieldwork, evaluating change in the surrounding areas. They will be able to make links to learning in history, considering how settlers identified areas of the UK to live. They will begin to develop their understanding of industrial and economic activity.</i>	
Topic	Be the Change
NC	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Name and locate some of the major rivers of the world Learn about the main features of rivers Learn about the impact of rivers on the environment including deposition and erosion Learn about the Water Cycle and why it is important Learn about the features of the channels in rivers
Skills	<p>Children can:</p> <ul style="list-style-type: none"> 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 their knowledge of the United Kingdom and the wider world
Vocabulary	River, meander, mouth, source, sea, channel, confluence, water cycle, condense, evaporate, precipitation
Topic	On the Street Where we live
NC	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
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Locate our local area on an aerial map. Identify features of our local area. Explore the local area through fieldwork. Learn how to record features of our local area on a map. Identify use of land in our local area. Evaluate how the local area will change in the future and the impact of this.
Skills	<p>Children can:</p> <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.
Vocabulary	Locality, fieldwork
Topic	Rhythm & Rhumba
NC	
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Learn what biomes are and how they are created Learn about the key features of a rainforest biome Learn about the key features of tundra as a biome Learn about the key features of desert biomes
Skills	<p>Children can:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and computers to locate different biomes around the world
Vocabulary	Biome, climate, temperature, landscape, vegetation, flora, fauna
Year 5	
<i>By the end of Year 5, children will have learnt about the causes and effects of natural disasters such as earthquakes and volcanoes; They will have an understanding of how key geographical features such as mountains and hills are formed. Children will be able to use information in atlases identifying land use and topography, and build on previous learning, making scientific links to the water cycle and its importance in geographical formations.</i>	
Topic	Extreme Earth
NC	Describe and understand key aspects of physical geography, including volcanoes and earthquakes
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Learn about how the earth is formed Learn about tectonic plates and how they move Understand how tectonic plates help to form different types of mountains depending on how they move Learn about how volcanoes erupt and their impact on the environment Investigate the impact of earthquakes on human's lives Understand how earthquakes and tsunamis occur
Skills	Children can:

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	<ul style="list-style-type: none"> 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 their knowledge of the United Kingdom and the wider world
Vocabulary	volcano, earthquake, tectonic plates, fertile land
	Year 6
	<i>By the end of Year 6, children will have developed sound understanding of their local community. They will be able to build on their learning across KS2, through combining knowledge and understanding about physical and human geography through a comparative study of Rio, LA and the UK. They will be more adept with their use of digital technologies to develop their understanding of topographical features.</i>
Topic	Darwin's Delights
NC	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 pattern
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Know how to use digital mapping tools to understand more about the world and its continents. Use digital mapping tools to find out more detail about the local area. Use scales on maps to understand more about an area. Use Ordnance Survey maps and symbols to explore the local area. Use six-figure grid references. Develop an understanding of time zones across the world.
Skills	<p>Children can:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 their knowledge of the United Kingdom and the wider world
Vocabulary	Physical features, 8-point compass, north, northeast, east, south-east, south, south-west, west, north-west, hills, mountains, land use, Prime Meridian
Topic	Ticket to the World
NC	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 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
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Locate London, Los Angeles and Rio de Janeiro on maps and identify features Compare physical features Compare human features Compare trade and economic features Research and present 'a day in the life' for each city Summarise the key differences of each location
Skills	<p>Children can:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Vocabulary	climate, rainforest, layers, plants, animals, characteristics, deforestation

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