

Wistaston Church Lane Academy
Geography Skills Progression



R -This indicates where learning is being revisited

Climate & Sustainability learning opportunities

| Reception | | | | | | |
|----------------------|--|----------|--|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question | <u>Where do I live?</u> | | <u>What are seasons?</u> | | <u>What's it like where I live? (UK Study)</u> | |
| Locational Knowledge | <p><i>ELG: [Children] know about similarities and differences in relation to places, objects, materials and living things</i></p> <p>Locate England on a map.</p> | | | | <p><i>ELG: [Children] know about similarities and differences in relation to places, objects, materials and living things</i></p> <p>Locate UK on a world map. Locate England, Scotland, Wales and Northern Ireland on a map of the UK.</p> | |
| Place Knowledge | <p><i>ELG: [Children] know about similarities and differences in relation to places, objects, materials and living things</i></p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> | | <p><i>ELG: [Children] know about similarities and differences in relation to places, objects, materials and living things</i></p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> | | <p><i>ELG: [Children] know about similarities and differences in relation to places, objects, materials and living things</i></p> <p>Draw and label pictures to show how places are different.</p> | |

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| Human and Physical Geography | <p><i>ELG: [Children] talk about the features of their own immediate environment and how environments might vary from one another</i></p> <p>Use basic geographical vocabulary to refer to: key human features, including: town, village, farm, house.</p> <p>Ask questions about their environment and a contrasting environment e.g. Wistaston and other areas in the UK (e.g. London)</p> | <p><i>ELG: [Children] talk about the features of their own immediate environment and how environments might vary from one another</i></p> <p>Be able to identify weather in Wistaston and weather in the UK and verbalise similarities and differences.</p> | <p><i>ELG: [Children] talk about the features of their own immediate environment and how environments might vary from one another</i></p> <p>Be able to verbalise about similarities and differences between the features of the two localities.</p> |
| Geographical Skills and Fieldwork | <p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey.</p> <p>Make a simple map.</p> | | |
| Concepts | | | |
| | Place | Space | Scale |

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| | Discuss what is in places and what happens there. | Begin to understand where features and places are located. | Discuss the relationship in size between our school and our local area. |
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| Year 1 | | | | | | |
|------------------------------|---|----------|---|----------|--|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question | <u>Where is the coldest place on earth?</u> | | <u>What does the UK look like?</u> | | <u>Marvellous Maps: What is a map?</u> | |
| Locational Knowledge | Name and locate the world's seven continents. | | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | | | |
| Place Knowledge | | | 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. | | | |
| Human and Physical Geography | Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: season and weather Identify seasonal and daily weather patterns in the United Kingdom. <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | | Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: road, field, ocean, sea, river, island, countryside, country key human features, including: town, farm, village, house, post office | | | |

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| Geographical Skills and Fieldwork | Use maps, atlases and globes to identify the continents and oceans studied at this key stage. | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</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 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to direct toys (Beebots)</p> |
| | Concepts | | |
| | Place | Space | Scale |
| | Discuss and begin to record what is in places and what happens there. | Begin to understand where features and places are located. | Discuss and begin to record the relationship in size between our school, our local area and our country. |

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| Year 2 | | | | | | |
|------------------------------|---|----------|---|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question | <u>How has the great fire of Nantwich impacted on the local area?</u> | | <u>Famous and Influential People</u> | | <u>Great British Coasts</u> | |
| Locational Knowledge | R Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | | <u>Begin to</u> locate the main countries of Europe including Russia. *(Link to Famous people being studied) | | R Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas . | |
| Place Knowledge | Understand geographical similarities and differences through studying the human and physical geography of different areas of the United Kingdom *(Link to Great Fire of Nantwich and Great Fire of London observing changes over time) | | <u>Begin to</u> 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. *(Link to Famous people being studied) | | 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 non-European country. *(Compare to Australian coast -The Great Barrier Reef and changes over time) | |
| Human and Physical Geography | Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key human features, including: city, town, village, house, post office and shop | | | | R Identify seasonal and daily weather patterns in the United Kingdom. <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic Geographical vocabulary to refer to key physical features (inc – beach, coast, forest, sea, ocean, river, valley) and human features (inc city, town, village, house, post office and shop) of a contrasting non-European country. | |

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| Geographical Skills and Fieldwork | 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 world maps, atlases and globes to identify the United Kingdom and its countries. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. | R Use world maps, atlases and globes to identify the United Kingdom and its countries. |
| Concepts | | | |
| | Place | Space | Scale |
| | Discuss and record what is in places and what happens there. Begin to identify the way places change and develop, their character and what they are like. | Understand and record where features and places are located. Begin to identify how land is distributed and the effects this has on the area being studied. | Discuss and record the relationship in size between our country and other countries in Europe. Begin to identify patterns and connections in relation to human and physical features. |

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| Year 3 | | | | | | |
|----------------------|--|----------|---|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question | <u>How deep is the sea?</u> | | <u>How has the geography of Britain changed since the Stone Age?</u> | | <u>Why was the River Nile important to the Ancient Egyptians?</u> | |
| Locational Knowledge | <p>R Locate and name the continents and oceans on a World Map.</p> <p>Locate the main countries of Europe including Russia.</p> <p>Locate and name the main English counties in the North West region and the main cities in each country of the UK. (Seas and oceans around these areas, plastic pollution and how these have changed over time)</p> | | <p>Locate the main countries of Europe including Russia. *(Link to Stone Age settlers)</p> <p>Locate and name the main English counties in the North West region and the main cities in each country of the UK. *(Link to Stone Age settlers)</p> <p>Compare 2 different regions in UK rural/urban</p> <p>Name and locate 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 *(Link to Doggerland and Skara Brae, observe changing sea levels and the affect this has had on Britain and Europe)</p> | | <p>Identify longest rivers in the world. Compare with UK. *(River Nile & River Thames, observing how humans in the past interacted with the natural resources around them to survive)</p> | |

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| Place Knowledge | 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 *(Animals that live in different oceans across the world) | Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. *(Link to Doggerland- how the UK was once linked to Europe) | |
| Human and Physical Geography | | Describe and understand key aspects of human geography including types of settlements in Early Britain and reasons for their location | Describe and understand key aspects of: physical geography, including: rivers |
| Geographical Skills and Fieldwork | | 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 | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 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 |
| Concepts | | | |
| | Place | Space | Scale |

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| | <p>Discuss and record what is in places and what happens there.</p> <p>Be able to identify the way places change and develop, their character and what they are like.</p> | <p>Understand and record where features and places are located.</p> <p>Begin to identify how land is distributed and the effects this has on the area being studied.</p> | <p>Discuss and record the relationship in size between our country and other countries in Europe.</p> <p>Begin to identify patterns and connections in relation to human and physical features and the effects this has on inhabitants.</p> |
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| Year 4 | | | | | | |
|------------------------------|---|----------|---|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question | <u>Where would you settle?</u> | | <u>European country study -Naples</u> <u>How did Pompeii affect Naples?</u> | | <u>Extreme Earth:</u> <u>What makes the earth angry?</u> <u>(Volcanoes, earthquakes & natural disasters)</u> | |
| Locational Knowledge | <p>R Locate the main countries of Europe including Russia.</p> <p>R Locate and name the countries making up the British Isles, with their capital cities.</p> <p>R Locate and name the main English counties in the North West region and the main cities in each country of the UK.</p> | | Identify major cities of main European countries. | | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on key physical and human characteristics, countries, and major cities | |
| Place Knowledge | <p>Human geography- settlements, land use, trade links, natural resources, land use patterns.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> | | <p>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</p> <p>*(Link to e.g. focus on Naples, observe the changes in land use over time and the environmental impacts of a volcanic eruption)</p> <p><i>Link to Pathways to Write unit Pompeii</i></p> | | <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>(Observe natural disasters caused by climate issues e.g. tsunamis and flooding)</p> | |
| Human and Physical Geography | Use maps, (including the use of Ordnance Survey maps), atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied | | Begin to describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. | | Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | |

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| Geographical Skills and Fieldwork | 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. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied R Use the eight points of a compass. Learn four-figure grid references. |
| Concepts | | | |
| | <p>Place</p> <p>Discuss and record what is in places and what happens there. Be able to identify the way places change and develop, their character and what they are like. Begin to discuss how places have stayed the same and how they have evolved.</p> | <p>Space</p> <p>Understand and record where features and places are located. Identify how land is distributed and the effects this has on the area being studied. Begin to describe the formal layout of the natural and the human environment and their fluidity and change. Begin to recognise the processes affecting the natural and human environment.</p> | <p>Scale</p> <p>Discuss and record the relationship in size between our country and other countries in Europe. Identify patterns and connections in relation to human and physical features and the effects this has on inhabitants.</p> |

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| Year 5 | | | | | | |
|----------------------|--|----------|---|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question | <u>How can I use a map to give directions?</u> | | <u>How can I describe my location in the world?</u> | | <u>What is the human impact on our world?</u> | |
| Locational Knowledge | <p>R Locate the world's countries, using maps to focus on Europe (inc. the location of Russia) and North and South America.</p> | | <p>R Identify the position and significance of Equator.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</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 areas of similar environmental regions, either desert, rainforest or temperate regions.</p> | |
| Place Knowledge | | | <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> | | <p>Describe and understand key aspects of: Physical geography, including: rivers and the water cycle, (excluding transpiration)</p> | |

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| Human and Physical Geography | | Describe and understand key aspects of: Physical geography including: climate zones , biomes and vegetation belts. | Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (Link to work on Rainforest, observe changes over time referring to deforestation, climate change and water pollution) |
| Geographical Skills and Fieldwork | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>R 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> | | |
| Concepts | | | |
| | Place | Space | Scale |

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| | <p>Discuss and record what is in places and what happens there.</p> <p>Identify the way places change and develop, their character and what they are like.</p> <p>Be able to discuss how places have stayed the same and how they have evolved.</p> | <p>Understand and record where features and places are located.</p> <p>Identify how land is distributed and the effects this has on the area being studied.</p> <p>Begin to describe the formal layout of the natural and the human environment and their fluidity and change.</p> <p>Begin to recognise and record the processes affecting the natural and human environment.</p> | <p>Discuss and record the relationship in size between our country and other countries in Europe.</p> <p>Identify patterns and connections in relation to human and physical features and the effects this has on inhabitants.</p> <p>Begin to understand how scale supports environmental and place processes and make predictions based on this.</p> |
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| Year 6 | | | | | | |
|------------------------------|--|----------|---|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question | <u>World War II</u> | | <u>Could I survive on Isabela Island?</u> | | <u>How rivers and oceans impact the water cycle</u> | |
| Locational Knowledge | <p>R Locate and name the countries making up the British Isles, with their capital cities.</p> <p>R Locate and name the main counties and cities in England.</p> | | <p>South America Southern hemisphere, Pacific Ocean, Galapagos Islands, equator, biomes, vegetation belts</p> | | <p>R Name and locate the key topographical features including coast and rivers.</p> <p>Linking with how land use has changed in local area over time, focusing on the effects of climate change.</p> | |
| Place Knowledge | | | <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Understand some of the reasons for similarities and differences.</p> | | | |
| Human and Physical Geography | | | <p>Endangered Animals of the world - Animal species around the world – climate zones, land use patterns, changes over time – how animals have been affected by humans</p> <p>Understand some of the reasons for similarities and differences.</p> | | <p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration</p> | |

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| Geographical Skills and Fieldwork | | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. | 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. |
| | Concepts | | | |
| | Place | Space | Scale | |
| | Discuss and record what is in places and what happens there. Identify the way places change and develop, their character and what they are like. Be able to discuss how places have stayed the same and how they have evolved and begin to form opinions based on findings. | Understand and record where features and places are located. Identify how land is distributed and the effects this has on the area being studied. Be able to describe the formal layout of the natural and the human environment and their fluidity and change. Be able to recognise and record the processes affecting the natural and human environment. | Discuss and record the relationship in size between our country and other countries in Europe. Identify patterns and connections in relation to human and physical features and the effects this has on inhabitants. Begin to understand how scale supports environmental and place processes and make predictions based on this. | |