



## Curriculum map - progression in skills - Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<p>*Use world maps to identify the UK and its countries CA T6 CB T6</p> <p>*Ask simple geographical questions e.g. What is it like to live in this place? CA T3/4 CB T3/4</p> <p>*use simple observational skills to study the geography of the school and its grounds CA T1 CB T5</p> <p>*use simple maps of the local area e.g. large scale print, pictorial etc. CA T1 CB T5</p> <p>*use locational language (e.g. near and far, left and right) to describe the location of features and routes CA T1 CB T5</p> <p>*make simple maps and plans CA T1, CB T5, T6</p>	<p>*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 CA T3/4, T5, T6 CB T3/4, T6</p> <p>*use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map CA T1 CB T5</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 CA T1 CB T5, T6</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 CA T1, CB T5</p>	<p>*ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? CA T1, T3/4, CB T2, T3/4</p> <p>*recognise that different people hold different views about an issue and begin to understand some of the reasons why CA T1, T6, CB T2, T3</p> <p>*communicate findings in ways appropriate to the task or for the audience continuous through year</p> <p>*use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office CA T2, T3/4 CB T2, T3</p> <p>*use fieldwork instruments e.g. camera, rain gauge CA T1, T3/4, CB T2, T5</p> <p>*use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features CA T1, T3/4, T5, T6 CB T1, T2, T3/4</p> <p>*use four figure grid references &amp; use the 8 points of a compass CA T1, CB T5</p> <p>*make plans and maps using symbols and keys CA T1, CB T5</p>	<p>*understand and use a widening range of geographical terms e.g. specific topic vocabulary - see curriculum map for key vocab continuous through year</p> <p>*analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. CA T3/4 CB T3/4</p> <p>*draw accurate maps with more complex keys CA T1, CB T5</p>	<p>*understand and use a widening range of geographical terms e.g. specific topic vocabulary - see curriculum map for key vocab continuous through year</p> <p>*plan the steps and strategies for an enquiry CA T3/4, T5 CB T1, T3/4, T5</p> <p>*measure straight line distances using the appropriate scale CA T5, CB T5</p> <p>*explore features on OS maps using 6 figure grid references CA T5, CB T5</p>	<p>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied CA T2, T3/4 CB T1, T3/4, T5</p> <p>*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 his/her knowledge of the United Kingdom and the wider world CA T3/4, T5, CB T3/4, T5</p> <p>*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 CA T1, T5 CB T5</p> <p>*understand and use a widening range of geographical terms e.g. specific topic vocabulary - see curriculum map for key vocab continuous through year</p>

Location and place knowledge

\*understand how some places are linked to other places e.g. roads, trains  
name, describe and compare familiar places CA T1, T6 CB T5, T6  
\*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom CA T6, CB T6  
\*link their homes with other places in their local community CA T1, CB T5  
\*know about some present changes that are happening in the local environment e.g. at school CA T1, CB T5  
\*suggest ideas for improving the school environment CA T1, CB T5  
\*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 CA T3/4, CB T3/4, T6

\*name and locate the world's seven continents and five oceans CA T3/4 CB T3/4, T6  
\*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom CA T6, CB T6  
\*name and locate the seas surrounding the United Kingdom CA T6, CB T6  
\*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 CA T3/4, CB T3/4, T6

\*identify where countries are within the UK and the key topographical features CA T2, T6 CB T2, T3/4  
\*name and locate the cities of the UK CA T6, CB T6 discrete lesson  
\*understand why there are similarities and differences between places CA T2, T3/4, T6 CB T2, T3/4  
\*develop an awareness of how places relate to each other CA T3/4, T6, CB T2, T3/4, T5

\*recognise the different shapes of the continents CA T2, T3/4, CB T3/4  
\*demonstrate knowledge of features about places around him/her and beyond the UK CA T3/4, T5, T6 CB T3/4  
\*identify where countries are within Europe, including Russia CA T6, CB T1, T6  
\*recognise that people have differing qualities of life living in different locations and environments CA T2, T3/4, T6 CB T3/4  
\*know how the locality is set within a wider geographical context (region, country) CA T1 CB T5  
\*understand why there are similarities and differences between places CA T2, T3/4, T6 CB T3/4,

\*identify and describe the significance of the Prime/Greenwich Meridian & time zones including night and day CA T3/4, CB T3/4  
\*recognise the different shapes of countries CA T3/4, CB 3/4  
\*identify the physical characteristics and key topographical features of the countries within North America Cycle A T3/4  
\*know about the wider context of places e.g. county, region, country CA T3/4, CB T1, T3/4 T5  
\*know and describe where a variety of places are in relation to physical and human features CA T1, T5 CB T1, T5  
\*compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences CA T3/4

\*locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities CA T3/4  
\*identify the physical characteristics and key topographical features of the countries within North America CA T3/4  
\*compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences CA T3/4  
\*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 CA T1, CB T6 discrete lesson  
\*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) CA 3/4 CB 3/4  
\*understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America CA T1, CB T5

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and physical geography</p>	<p>*describe seasonal weather changes <b>Science links</b></p> <p>*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 <b>Science links</b> <b>CB T3/4</b></p> <p>*use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>CA T1, T5, T6</b> <b>CB T5, T6</b></p>	<p>*identify hot and cold areas of the world in relation to the Equator and the North and South Poles <b>CB T3/4</b></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 <b>CA T1, T5, T6</b> <b>CB T5, T6</b></p>	<p>*identify physical and human features of the locality <b>CA T1, T2, T3/4, T5</b> <b>CB T2, T5</b></p> <p>*explain about weather conditions/patterns around the UK and parts of the Europe <b>CA T6</b> <b>CB T3/4</b></p>	<p>*describe human features of the UK regions, cities and/or counties <b>CA T6, CB T6 discrete lessons</b></p> <p>*understand the effect of landscape features on the development of a locality <b>CA T1, T2, T3/4, CB T2, T3/4 T5</b></p> <p>*describe how people have been affected by changes in the environment <b>CA T3/4, CB T2</b></p> <p>*explore weather patterns around parts of the world <b>CA T3/4, CB T3/4</b></p>	<p>* physical features of coasts and begin to understand erosion and deposition <b>CA T5, CB T1, T5</b></p> <p>*understand how humans affect the environment over time <b>CA T5</b> <b>CB T3/4</b></p> <p>*know about changes to the world environments over time <b>CA T5</b> <b>CB T1, T3/4</b></p> <p>*understand why people seek to manage and sustain their environment <b>CA T5</b> <b>CB T3/4, T5</b></p>	<p>*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>CA T3/4, T5</b> <b>CB T1, T3/4</b></p> <p>*describe and understand key aspects of 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 <b>CA T1, T3/4, T5</b> <b>CB T2</b></p>
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