

Mary Dean's Geography Progression of Skills

EYFS - the Early Learning Goals that link most closely to the History National Curriculum	Key Stage 1: National Curriculum Expectations	Key Stage 2: National Curriculum Expectations
<p>Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Pupils should be taught about: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ● name and locate the world's seven continents and five oceans ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ● 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ● 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 	<p>Pupils should be taught about: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ● 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 ● 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

	<p>Equator and the North and South Poles</p> <ul style="list-style-type: none"> ● 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>changed over time</p> <ul style="list-style-type: none"> ● 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) <p>Place knowledge</p> <ul style="list-style-type: none"> ● 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ● describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● 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 <p>Geographical skills and fieldwork</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 ● use fieldwork to observe, measure, record and
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				present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	EYFS	1 & 2	3 & 4	5 & 6
Locational Knowledge	Follow simple directions.	Know the names of the 4 points of a simple compass. Follow compass directions (N,E,S,W) linked to mapping unit. Plot and follow directions to the original Mary Deans school and their current school journey.	Dartmoor: read 8 points of a compass. Find locations using the 4 grid reference system. Climates and biomes: know the terms longitude and latitude To know lines of longitude run from the top to bottom of the earth and are used to find out how far East or West is. To know that the equator is used to know how far N or S a place is.	Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid refs. Map skills/Greece-locate places on globes and atlases in relation to the equator, longitude and latitude. Plymouth in the Blitz: to know how to use 4 and 6- figure coordinates to locate local landmarks and features. Rivers and mountains: use grid references to locate rivers and peaks
Place Knowledge	Name and locate different parts of the local community	Local area: Name the four countries of the UK and their capital cities. Locate the three schools on a map. Locate the U.K on a world map. Know that Plymouth is located in the South-West of the UK. Know that Tamerton Foliot is a suburb on the outside of Plymouth. Weather: Know that the weather is different in different part of the world. Locate hot and cold places in the world in relation to the equator.	Dartmoor: Locate Dartmoor on a map of the South-West and the UK. Italy: locate Italy on a world map and European map. To locate Vesuvius and Pompeii on a map of Italy. To know that Pompeii is a place of international interest. Locational knowledge: To locate the oceans and continents on a world map. To know the features of arid and desert areas and of mountainous regions.	Name and locate an extensive range of places in the world including globally and topically significant features and events Fair Trade-locate key trade countries on an atlas: Ghana, S America, Ivory Coast, India, China, Asia, Africa Rivers: locate major rivers around the world – the Ganges, Amazon, Nile, Mississippi, Yangtze, Thames: mountain ranges in the UK – Thames, Tamar, Severn, Snowdonia- Snowdon, Grampian- Ben Nevis, Southern Fells - Scafell Pike To name and locate some significant mountains of the world – Everest, Fuji, Vesuvius, Olympus, Andes

		<p>Use the terms desert and polar to describe regions.</p> <p>Seaside: Name the oceans and the continents of the world. know that seaside resorts are located on coastlines. Locate seaside places in the U.K and abroad.</p> <p>Chembakolli: Know that India is in Asia. Locate the continent of India on a world map Locate Chembakolli on a world map.</p>	<p>To know the weather and climate vary in each world region.</p> <p>Name the key features of aquatic, grassland, forest, and desert and tundra regions.</p> <p>To know what a climate zone is.</p> <p>Settlement: Know which countries make up Scandinavia and locate them on a map of Europe.</p> <p>Locate Germany and the region of Saxony on a map of Europe.</p> <p>UK and local areas: name and locate the 4 countries of the UK and their capital cities.</p> <p>Know that we live in the county of Devon and its neighbour is Cornwall</p> <p>Know the location of London, and how far it is from Plymouth, and in which direction.</p> <p>To know the largest cities in each of the regions of the UK and to recognise key symbols for the areas.</p> <p>Know that the most populous cities of the world are found in Asia.</p> <p>Egypt: to know where Egypt is and locate it on a world map.</p> <p>To know that Cairo is the capital city.</p> <p>To locate both on a world map and a map of Africa.</p>	<p>To know the main mountain ranges of Europe - Pyrenees, Carpathian, Urals, Balkans, Apennines, Alps.</p> <p>South America: Locate South America, Brazil, Rio De Janeiro, Brasilia</p> <p>That bananas come from Africa, South America and India; chocolate comes from the Ivory Coast and Ghana; coffee comes from Central and South America, the Middle East and SE Asia and rice is grown in China, India and Asia</p>
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<p>Human and Physical geography</p>	<p>Use the local area for exploring both the built and the natural environment. Understand the difference between natural environment and manmade. Know the difference between land and water</p>	<p>Local area: Identify the human and physical features of Tamerton Foliot. Know that as Tamerton Foliot grew in population, a bigger school was needed. Compare the building features of the three Mary Deans schools. Weather: Know the weather patterns for different parts of the world. Know the effects of weather on the physical and human geography of different places, such as the rainforest. Know the climate of polar and desert regions. Seaside: Name and sort the physical human features of the seaside. Compare the features of seaside resorts in the UK and abroad. Know that seaside sits along the coastline. Chembakolli: know the geographical features of desert regions, such as the Kalahari desert. Compare how people live in Chembakolli and Plymouth and how the physical geography shapes their lives.</p>	<p>Dartmoor: To know why people settled in Dartmoor and how it changed over time. Italy: To explain why some people settled in volcanic areas. To explain how volcanos impact the daily lives of people in Italy. To know why Italy is a popular tourist attraction. Climates and biomes: Locate the Arctic and Antarctic on a world map. Describe the features of tropical zones, arid and desert areas. Name the key features of aquatic, grassland, forest, and desert and tundra regions. Settlements: how did the physical features of a place shape where people settled. Know that people settled in the UK as there were better conditions for farming. Local area: Know that Devon is the only county with two coastlines. Know how Plymouth got its name. Know that Devon is becoming less agricultural and more urban. Know that the population of Tamerton Foliot has changed over time.</p>	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. South America: To know how settlements in Brazil have changed over time Know how human activity is influenced by climate and weather linked to Greece (tourism) and South America (coffee) To know there are hazards from physical environments and their management, such as avalanches in mountain regions. Know about Brazil and Greece's physical environment and climate, and economic activity. Consider how what we buy impacts people who live where things are grown and processed.</p>
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<p>Geographical skills and fieldwork (map skills)</p>	<p>Provide play maps and small world equipment for children to create their own environments.</p>	<p>Local area: Plot a route to our school Identify features of a map. Mapping: recognise different types of maps including a sketch map. Know what symbols on maps represent. Know what an aerial view is and use aerial maps of the school and local area. Draw a sketch map of our local area. Describe a route using geographical language. Weather: use weather symbols on simple maps.</p>	<p>Dartmoor: know the OS symbols. Find locations using the 4 figure grid reference. Know the eight points of a compass and identify locations using them. To know what contour lines represent on an OS map. Climates and biomes: Know that the equator is 0 degrees latitude. Know that anything N or S of the equator is the southern and northern hemisphere. Lines of latitude circle the Earth parallel to the equator. Tropic of Capricorn is an imaginary line above the equator and the tropic of cancer is below.</p>	<p>Map skills: know how to follow routes on 1:50 000 Ordnance Survey maps saying what is seen. Plymouth in WW2: know how to make sketch maps of an area using symbols and key. Use 4 grid references to locate bomb sites in Plymouth. To know how to Use digital maps to investigate features of an area (WW2) to know how to use agreed and Ordnance Survey symbols.</p>

		<p>Seaside: Know there are standard Ordnance Survey symbols used on a map.</p> <p>Link the countries of the UK with their national symbols.</p> <p>Mark key locations on maps.</p> <p>Know how to use a four-figure grid reference to find seaside resorts.</p>	<p>Colours are used on a map to show different physical features.</p>	
<p>Geographical skills and fieldwork (fieldwork)</p>	<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area</p> <p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing</p>	<p>Mapping the local area to include physical and human features.</p> <p>Record the weather daily for a term.</p>	<p>Local study Dartmoor</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>