

Guardian Angels' RCPS Progression of Skills in Geography

Year Group	Locational Knowledge Knowing 'Where is where' *Build their own identity and develop a sense of place *Develop an appreciation of distance and scale *Learn about the orientation of the world, including continents and oceans	Place Knowledge 'To locate or orient oneself with respect to the larger global space and to other places' *To make comparisons between places but also the same space over time	Physical Geography	Human Geography	Geographical Skills & Fieldwork *geography skills'
			*Describe own and other environments *Recognize similarities and differences between the world around them and contrasting environments *Understand important processes and changes in the world around them including those affecting the land, bodies of water and the air, people and wildlife		*First hand, connecting the real world with the classroom *observing, collecting data, analysing data, describing their findings *Map skills (decoding, constructing, analyzing, route-finding, interpreting) *Aerial photography and satellite imagery *Geographical Information Systems (GIS)
Nursery	Able to name their school as Guardian Angels' RCPS Able to name the town in which they live- Bury Understand that particular modes of transport are required to travel a distance	Understand that their friends live in other houses and take other routes to school. Demonstrates knowledge other places within role play and discussions Identify land and sea on a map/ globe (green/blue) Recall holidays and make comparisons between Bury and another place	Describes the change in the seasons Uses everyday vocabulary to describe physical features of the local area	Uses everyday vocabulary to describe human features of the local area Shows respect for other cultures	Makes observations of the weather each day, beginning to notice patterns Able to describe their immediate environment (during outdoor provision time, walks to the allotment and time in forest school) Able to create simple maps of the local area using photographs

Reception	Able to name their school as Guardian Angels' RCPS Able to name the town they live in as Bury Able to name the country they live in as England Explains some similarities and differences between life in this country and others – drawing on stories and non-fiction texts To discuss a familiar route	Understands that Forest School is closer than the park when we are in school. Demonstrates knowledge other places within role play and discussions Able to make comparisons between the habitats of some animals Knows there are hot and cold places in the world Identify land and sea on a map/ globe (green/blue) Recall holidays and make comparisons between Bury and another place	Describe the change in the seasons Observes the growth of flowers Share their experiences of time on the beach and in the sea	Can name the human features of our school (1 building, 1 car park) Name some 'sights' they have seen in other countries	Makes observations of the weather each day, beginning to identify seasonal changes and make predictions Able to create simple maps of the classroom Able to collect data (counting cars / collecting rubbish and analysing this data to discuss the effect on the world around us (pollution). Able to use a simple map to move around the school grounds
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Year 1	Able to name and locate the seven continents Able to name and locate the four countries of the UK and their capital cities Can use compass directions (North, South, East and West) to describe the countries of the UK. Name the seas that surround the UK Name and locate the North and South Poles on a map or globe Locate the equator on a map or globe Can draw and label pictures to show location Can identify Manchester, Bury, Ramsbottom and Tottington on a map	Expresses views about a place, people or environment Compares environments extreme environments to Bury	Use observational skills to identify key physical features in the school grounds and local area Names some types of weather and associates them with 'typical' seasons Express opinion about the seasons and relate the changes to clothing. Uses basic vocabulary to refer to physical features including beach, forest, mountain, sea, river, season, weather	Use observational skills to identify key human features in the school grounds and local area (town, village, factory, farm, house, shop)	Able to create simple maps of the school grounds using aerial photographs with basic symbols in a key Can use compass directions (North, South, East, West) Follow symbols on an aerial map to get from one location to another Use directional language (next to, behind, near, far, left, right) Observe and describe daily weather patterns
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Year 2	Name and locate the 5 oceans using maps and globes Use maps and a globe to identify the continents – understanding that both a map and globe show the same thing Use a world map to identify different countries and locate the UK Locate Africa then Kenya on a world map or globe.	Makes comparisons between life in the UK and another country (Kenya) Study pictures/ videos of two different localities to make comparisons between life in the UK and Kenya Ask geographical questions about other locations	Uses vocabulary to refer to physical features including beach, cliff, forest, hill, mountain, sea, river, season, weather, soil, valley vegetation Understands that different countries have different climates Describe how physical geographical features are formed.	Uses vocabulary to refer to human features including city, village, farm, house, port, harbour Recognise that humans have a choice in their lifestyle. Compares different life styles – noticing similarities and differences	Use locational and directional language Use aerial photographs and drone videos to recognize landmarks and physical features Use the four compass points and says simple directions Use locational and directional language to describe the features and routes on a map. Recognizes a familiar place or landmark from an aerial photograph Compares two photographs, making suggestions for the cause of the differences Collects data using observation and records it in a table.
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Year 3	Locates the UK and Italy on a map or globe Uses google maps to locate their local area Developing a sense of scale of their location (Guardian Angels', Bury, Greater Manchester, England, The UK) Able to name some counties in the UK Locate fault lines on a world map Able to locate fault lines using an atlas	Developing an understanding that land use varies over time around the UK between rural and urban areas which is linked to economic activity Compare the physical and human features between the Bury, UK and Rome, Italy Describe how people can improve and damage the environment Identify features of a place using aerial photographs Explain the water cycle using scientific terminology and explain the changes of state Discuss how Rome has changed over time Understand why there are physical and human similarities and differences between places within Europe.	Draw diagrams and produce writing and use the correct vocabulary for volcanoes Describe how physical geographical features are formed. Explain how humans use physical features for a variety of purposes Know the physical consequences of an earthquake (tsunami, landslide etc.) Draw diagrams and produce writing and use the correct vocabulary for earthquakes	Use a six-point grid reference to locate human features in Rome Make observations about places and features that change over time. Discuss types of settlement and land use, economic activity Understand the impact of an earthquake on life and life style	Know, name and use 4 points of a compass Begin to use 8 points of a compass to locate different counties or regions. Can use a four grid reference to build on knowledge of the UK Use maps to locate European countries and capitals Makes observations to locate human and physical features in the local environment Uses digital technologies to gain an understanding of the county Collect data using surveys and present in a bar chart Follow a journey using computer mapping Follow a route on a map with symbols
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Year 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 Use an index in an atlas to locate rivers across the world and UK Aware of the source and end of a river Compare maps over time.	Explain how Bury has changed over time Understand why there are physical and human similarities and differences between places within Europe.	Know what causes an earthquake Locate rivers in the UK, Egypt and Brazil Draw diagrams and produce writing and use the correct vocabulary for rivers Explain the water cycle and the way water moves around the Earth Name the three main stages of a river Name the Nile and Amazon as the largest rivers List the physical features of Bury Describe the different climate zones and Vegetation belts on a global scale. Be able to say what weather and vegetation is related to these and begin to give reasons why.	Explain why most cities are located near a river Explain some links and interactions between people, places and environments. List the human features of Bury Explain what is meant by biomes and what are the features of a specific biome	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass and follow directions to describe a route Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world. Understand how colours are used on a map to show different physical zones. 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 mapping technologies
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Year 5	Name and locate many of the world's most mountainous regions (e.g. Rockies, Andes, Himalayas and Alps) Use the index in an atlas Locate famous mountains using longitude and latitude Locate the Europe, Russia, North America and South America on a map.	Compare the physical and human features of a region of the UK and a region of Europe– Bury and Rotterdam Compare the highest mountains in the UK to others across the world.	Describe how physical geographical features are formed. Describe the impact of human geography to physical geography. Discuss the climate of a mountain Can explore and explain weather patterns around the world (continents) and relate these to climate zones, biomes and vegetation zones.	Recognise that humans can have some control over physical features. Describe how humans are impacted both positively and negatively by physical features Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use 6 figure grid references. Explain what data which has either been collected or researched shows and the impact of it. Record data in a line graph. Use less common OS symbols to show geographical features Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
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Year 6	Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England).	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region with South America. Discuss how people are influenced by both physical and human geography on a local, national and global scale. Describe key differences between living in the UK and Brazil and Holland	Discuss the impact of climate change on the natural world Use Geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail.	Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South America and trade links around the world, Rotterdam, Europe - Ports)	Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies. Follow a short route on an OS map using symbols and a key Know how to plan a journey within the UK, using a road map, bus map or Metro link timetable Follow a short route on a variety of scaled maps Use field work to create representations of a location.
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