

Maltese Road Primary School Progression of Skills Geography

Knowledge Skills and Understanding	
Geographical Knowledge (EYFS)	•
Geographical Knowledge Location/place (Year 1)	<ul style="list-style-type: none"> • Point out where the equator, North Pole and South Pole and Africa are on a globe or atlas? • Can they identify the four countries making up the United Kingdom? • Can they name the major cities of England, Wales, Scotland and Ireland?
Geographical Knowledge Location/place (Year 2)	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they locate UK on world map? • Can they locate 4 countries of UK and their capital cities and it's surrounding seas?
Geographical Knowledge Location/place (Year 3)	<ul style="list-style-type: none"> • Can they name and locate some well-known European countries and their capital cities eg Italy/Rome, France/Paris, UK/London? • Are they aware of different weather in different parts of the world, especially Europe Italy, India? • Can they locate and name one or two of the main islands that surround the UK eg Orkney Island? • Can they name and locate the seas that surrounds the UK?
Geographical Knowledge Location/place (Year 4)	<ul style="list-style-type: none"> • Can they name a number of countries in the Northern Hemisphere Denmark, Sweden, Norway? • Name and locate some European countries capital cities eg Denmark, Sweden, Norway? • Can they name and locate the capital cities of neighbouring European countries - eg Greece/Athens • Can they name and locate some of the world's most famous mountain regions on maps? • Can they name and locate some of the world's major rivers on maps? • Can they locate and name some of the world's most famous volcanoes?
Geographical Knowledge Location/place (Year 5)	<ul style="list-style-type: none"> • Can they locate and name the main countries in South America on a world map and atlas? • Can they can begin to identify latitude, longitude, equator and relate to understanding of time zones? • Can they identify the Northern Hemisphere, Southern Hemisphere and the Tropics eg South America? • Can they identify the Tropic of Cancer and the Tropic of Capricorn? • Can they name and locate some of the popular (known) rainforest on a map?
Geographical Knowledge Location/Place (Year 6)	<ul style="list-style-type: none"> • Can they understand and explain the term longitude and relate to understanding of time zones? • Can they name and locate an extensive range of places in the world, including globally and topically significant features and events eg climate change? • Can they identify latitude, longitude, Equator, time zones, Northern and Southern Hemisphere and Tropics eg Australia? • Can they locate the Tropic of Cancer Tropic of Capricorn?

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	<ul style="list-style-type: none"> •
Physical Geography (EYFS)	<ul style="list-style-type: none"> • Can they notice detailed features of objects in their environment? • Can talk about some of the things they have observed in their environment? • Are they developing an understanding of changes over time? • Can they talk about the features of their own immediate environment and how environments may vary from others? (ELG) • Do they know about similarities and differences between places? (ELG)
Physical Features (Year 1)	<ul style="list-style-type: none"> • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they describe the weather patterns in a hot or cold country? • Can they describe some physical features of their own locality eg weather, forest? • Can they explore local area for the natural environment? • Can they describe some physical features in a locality- eg Africa- mountains, deserts, weather
Physical Features (Year 2)	<ul style="list-style-type: none"> • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words, Carribean, waterfalls, mountains, volcanoes, rainforests? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley? • Can they identify daily weather patterns in the UK? • Can they compare weather patterns one day to another or one place on the map to another?
Physical Geography (Year 3)	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they confidently describe physical features in a locality, climate, and landforms? • Can they describe some of the features associated with an island (the UK- linked to Orkney Island)? • Can they explain why a locality has certain physical features?
Physical Geography (Year 4)	<ul style="list-style-type: none"> • Can they explain how the water cycle works? • Can they describe how volcanoes are created? • Can they explain why water is such a valuable commodity? • Can they describe how coastal erosion changes the shape of the landscape and the impact it has on humans and animals? • Can they contrast similarities and differences in physical features between UK and a region of a European Country? • Can they locate the Mediterranean (Greece) and explain why it is a popular holiday destination? Climate, landscapes, linked to human geography
Physical Geography (Year 5)	<ul style="list-style-type: none"> • Can they describe some key physical characteristics of the UK, Europe and South America? • Can they describe the main physical similarities and differences between the UK, Europe and South America? • Can they use appropriate symbols to represent different physical features on a map? • Can they describe some key physical characteristics of the UK and Europe including Russia eg landforms, climate, climate zones? • Can they describe the main physical similarities and differences between the UK, Europe including Russia?
Physical Geography (Year 6)	<ul style="list-style-type: none"> • Can they describe and understand key aspects of climate zones and biomes? • Can they describe key aspects of physical geography in Egypt eg desert, Nile Valley, low mountains, fertile land, Sinai Peninsula? • Can they understand how physical features can be affect human activity- including distribution of natural resources? • Can they give extended descriptions of the physical features of different places around the world eg landforms (hills, mountains linked to tectonic plates movement)? • Can they understand how and why places are changing? Eg climate change, erosion • Can they recognise how people can improve the environment understand the term sustainable development and use it in different contexts?

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Human Geography (EFYS)	<ul style="list-style-type: none"> • Can talk about some of the things they have observed in their environment? • Are they developing an understanding of changes over time? • Can they talk about the features of their own immediate environment and how environments may vary from others? (ELG) • Do they know about similarities and differences between places? (ELG)
Human Features (Year 1)	<ul style="list-style-type: none"> • Can they notice detailed features of objects in their environment? • Can they tell something about the people who live in hot and cold places? • Can they explore local area for the built environment? • Can they explain the types of jobs in hot and cold places?
Human Geography (Year 2)	<ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they express own views about how people affect the environment, e.g. litter, pollution, busy roads. • Can they explain how people try to make the area better? • Can they explain what facilities a town or village might need? • Can they explain how the jobs people do may be different? • Can they explain how the weather affects different people?
Human Geography (Year 3)	<ul style="list-style-type: none"> • Can they explain why a place is like it is? • Can they describe how volcanoes have an impact on people's lives linked to Italy and Pompeii? • Can they confidently describe human features in a locality, jobs, transport, religion, food and language? • Can they explain why a locality has certain human features eg culture, railways, roads (trading)? • Can they identify significant land marks in a variety of locations?
Human Geography (Year 4)	<ul style="list-style-type: none"> • Can they use complex geographical vocabulary to describe a locality? • Can they explain why people are attracted to live by rivers, land use? • Can they explain why many cities/towns are situated by rivers? • Can they explain what a place might be like in the future, taking account of issues impacting on human features eg population, jobs, land use, culture and language? • Can they contrast similarities and differences in human features between UK and a different locality?
Human Geography (Year 5)	<ul style="list-style-type: none"> • Can they explain what a place might be like in the future, taking account of issues impacting on human features eg population, jobs, culture, and religion? • Can they explain how a locality has changed over time with reference to human features eg population, jobs, and trade links? • Can they suggest different ways that a locality could be changed and improved? • Can they explain how human activity has caused an environment to change linked to war?
Human Geography (Year 6)	<ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world eg jobs, population, culture, language, land use? • Can they describe how some places are similar and others are different in relation to their human features- make comparisons? • Can they explain how human activity has caused an environment to change eg climate change, war? • Can they explain some aspects of distribution of natural resources eg energy, food,?

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Knowledge Skills and Understanding	
Geography skills enquiry (EYFS)	<ul style="list-style-type: none"> Do they know about similarities and differences between places? (ELG) Can they talk about how environments might vary from one another eg forest, beach, and playground? (ELG) Can they make comments and asks questions about aspects of their familiar world such as the place where they live or the natural world?
Geography skills enquiry Fieldwork (Year 1)	<ul style="list-style-type: none"> Can they say what they like and don't like about their locality? Can they express their views on some features of their environment? Can they describe some similarities and differences when studying places and features ?e.g. hot and cold places in the world Can they label a diagram or photograph using some geographical words?
Geography skills enquiry Fieldwork (Year2)	<ul style="list-style-type: none"> Can they use simple fieldwork and observational skills when studying the geography of their school and its grounds Can they observe and describe changes in weather?
Geography skills enquiry Fieldwork (Year2)	<ul style="list-style-type: none"> Can they find out about a locality by using different sources of evidence? Can they say what they like and don't like about their locality and another locality like the seaside? Can ask and answer simple geographical questions. What is a physical feature? What is a human feature? Can they describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environment?
Geography skills enquiry Fieldwork (Year 3)	<ul style="list-style-type: none"> Can they identify seasonal and daily weather patterns? Can they keep a weather chart and measure rainfall?
Geography skills enquiry Fieldwork (Year 3)	<ul style="list-style-type: none"> Can they identify key features of a locality by using a map? Do they use correct geographical words to describe a place? Can they make plausible predictions about what the weather may be like in different parts of the world? Do they understand how some of the physical and human aspects have changed over time? Can they work out how long it would take me to get to a destination using different modes of transport eg ship, plane, train Can they ask and answer more searching geographical questions when investigating different places and environments?
Geography skills enquiry Fieldwork (Year 3)	<ul style="list-style-type: none"> Can they develop simple fieldwork and observational skills by observing, recording, and naming geographical features in their local environments? Can they keep a weather chart from another country?
Geography skills Enquiry Fieldwork (Year4)	<ul style="list-style-type: none"> Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they understand geographical language such as a peninsula? Eg <i>The Peninsula of Attica</i> Can they research and collect information on weather, population, availability of resources, land-use & settlements etc? Can they use more complex geographical vocabulary to locate or describe features e.g. settlement, region, city, village? Can they ask and respond to more searching geographical questions including 'how?' and 'why?'
Geography skills Enquiry Fieldwork (Year4)	<ul style="list-style-type: none"> Can they observe, record, and name geographical features in their local environments? (eg local visit to river chelmer)
Geography skills enquiry Fieldwork (Year 5)	<ul style="list-style-type: none"> Can they collect information about a place and use it in a report? Can they work out an accurate itinerary detailing a journey to another part of the world? Can they make detailed sketches and plans; improving their accuracy later?
Geography skills enquiry Fieldwork (Year 5)	<ul style="list-style-type: none"> Can they observe, measure, and record physical features using a range of methods eg measure rainfall, temperatures?
Geography skills enquiry Fieldwork (Year 5)	<ul style="list-style-type: none"> Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they confidently explain scale and use maps with a range of scales? Can they ask and respond to questions - What happened in the past to cause that? What will happen in the future?
Geography skills enquiry Fieldwork (Year 5)	<ul style="list-style-type: none"> Can they analyse, interpret and present data collected from fieldwork observations, measurements and recordings linked to human geography eg traffic survey, population survey?

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Knowledge Skills and Understanding	
Mapping (drawing, representation and using) (EYFS)	<ul style="list-style-type: none"> Do they know about similarities and differences between places? (ELG) Can they talk about how environments might vary from one another eg forest, beach, and playground? (ELG) Can they make comments and asks questions about aspects of their familiar world such as the place where they live or the natural world?
Mapping (drawing, representation and using) (Year 1)	<ul style="list-style-type: none"> Can they use a simple picture map to move around the school? Can they use own symbols on imaginary map? Can they draw picture maps of imaginary places and from stories? Can they follow directions (Up, down, left/right, forwards/backwards)?
Mapping (drawing, representation and using) (Year 2)	<ul style="list-style-type: none"> Can they draw a map of a real or imaginary place? (e.g. add detail to a sketch map from aerial photograph) Can they begin to understand the need for a key? Can they use class agreed symbols to make a simple key? Can they create their own simple maps and symbols? Can they use simple compass directions (NESW) as well as locational and directional language when describing features and routes?
Mapping (drawing, representation and using) (Year 3)	<ul style="list-style-type: none"> Can they locate places on large scale maps? (eg find India, UK, Italy on the map/globe) Can they accurately plot NSEW on a map? Can they use the eight compass points Can they label the same features on an aerial photograph as on a map? Can they use letter/no. co-ordinates to locate features on a map? Can they begin to use some basic symbols and key to locate features on a OS map Can they follow a route on a map with some accuracy?(e.g. whilst orienteering)
Mapping (drawing, representation and using) (Year 4)	<ul style="list-style-type: none"> Can they find the same place on a globe and in an atlas? (eg find Greece, Norway, Sweden, Denmark) Can they use 8 compass point well? Do they know why a key is needed? Can they try to make a map of a short route experienced, with features in correct order; Can they recognise Ordnance Survey symbols on maps and locate features using four-figure grid references?
Mapping (drawing, representation and using) (Year 5)	<ul style="list-style-type: none"> Can they use 4/6 figure grid references to locate features on a map? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they use 8 compass point accurately? Can they draw a sketch map using symbols and a key? Can they begin to use atlases to find out about other features of places? (e.g. rainforests)
Mapping (drawing, representation and using) (Year 6)	<ul style="list-style-type: none"> Can they follow a short route on an OS map and describe features shown on OS map? Can they locate places on a world map? Can they use atlases to find out about other features of places? (e.g. mountain regions, weather patterns) Can they select a map for a specific purpose? (E.g. Pick atlas to find Egypt, OS map to find local village.) Can they use 8 compass points confidently and accurately? Can they use 4/6 figure co-ordinates confidently to locate features on a map? Can they begin to use 6 figure grid refs; use latitude and longitude on atlas maps?

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