


<b>GEOGRAPHY</b>  	<b>Geographical Vocabulary</b>	<b>Progression of Skills</b>			
		<b>Enquiry</b>	<b>Fieldwork</b>	<b>Mapwork</b>	<b>Communication</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• path</li> <li>• road</li> <li>• people</li> <li>• park</li> <li>• house</li> <li>• shop</li> <li>• farm</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the world around them. (Who is in my family? Where do I live? What does this place look like?)</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify some simple landmarks and places around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Can follow basic directional language: up, down, under, around, behind and in front.</li> <li>• Can identify familiar images on a simple map of a known place.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell you what a place is like in simple terms.</li> <li>• Can draw a picture or speak about a known place.</li> <li>• Make models of a place of a street.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• town</li> <li>• city</li> <li>• capital city</li>   <li>• sea</li> <li>• beach</li> <li>• hill</li> <li>• weather</li> <li>• seasons</li>   <li>• map</li> <li>• place</li> <li>• local</li> <li>• globe</li> <li>• world</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the world around them (Where do I live? What does this place look like? What are my school grounds like? What will I find there? Where can I visit in the local area? Who will I meet? Who can help me?)</li> </ul>	<ul style="list-style-type: none"> <li>• Can make basic observations about their environment.</li> <li>• Can draw a basic sketch showing some key features of their environment or known place.</li> <li>• Can use a photo, or film clip taken by an adult as evidence of what they have seen.</li> <li>• Can work in a group with an adult to ask and answer simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise a <b>world map images and a globe.</b></li> <li>• Can identify familiar images on a simple map</li> <li>• Can use basic directional language: up, down, right, left, under, around, behind and in front.</li> <li>• Can draw a simple map using imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw, speak or write about a known place</li> <li>• Make models of a place or street.</li> <li>• Can respond to questions about a place using images, maps or memory.</li> <li>• Can draw, speak or write about what they saw after a walk or journey.</li> <li>• Can join/write labels to/for images and simple maps.</li> <li>• Can use audio to record their voices over images with support.</li> </ul>

## Year 1

- building
- church
- library
- terrace
- village
- country
  
- river
- ocean
- land
- desert
- mountain
- woods
- soil
- deciduous
- coniferous
  
- United Kingdom
- England/London
- Scotland/Edinburgh
- Wales/Cardiff
- Northern Ireland/Belfast
- English Channel
- Irish Sea
- North Sea
- Africa
- North America
- Russia
- Atlantic Ocean
- Equator
- North Pole
- South Pole

- Can ask questions about specific places and environments.  
*Can you shift the margin left a bit please.*

- Can make simple observations, including human and physical features in local area/on a field trip.
- Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments.
- Can use a photo, or film clip taken by an adult to discuss what they have seen.
- Can work in group with an adult to ask questions about the school, its grounds and local area.

- Can use a simple atlas, a UK and world map and a globe.
- Can identify familiar images on a simple map
- Can use simple directional language: near, far, left and right to describe location of features and routes on a map.
- Can use the above and a simple map to follow a route.
- Can draw basic maps and create own symbols.
- Can use simple plan perspectives to recognise landmarks and basic human and physical features.
- Can compare those simple plans and identify a few changes to features over time.

- Can respond to questions about a place using images, maps, plans or memory.
- Can draw, speak or write about what they saw after a walk or journey.
- Can join/write labels to/for images and simple maps.
- Can communicate or interpret information through writing or drawing.
- Can reach a simple conclusion to the fieldwork question or prediction.

## Year 2

- port
- harbour
- deforestation
  
- valley
- coast
- countryside
- rural
- vegetation
- forest
- rainforest
- climate
- continent
  
- Europe
- South America
- Antarctica
- Asia
- Australia/Oceania
- Pacific Ocean
- Indian Ocean
- Arctic Ocean
- Southern Ocean
- compass points: North, South, East, West
- atlas
- key symbols

- Can ask a series of questions about places and environments.

- Can make **more detailed** human and physical observations in local area/on a field trip and **begin to make comparisons**.
- Can draw a sketch map including **key human and physical features and label**.
- **Can use a camera or record film to gather evidence of what they have seen.**
- **Can pose own questions to ask about field trip location.**

- Can use a simple atlas, a UK and world map and a globe.
- Can identify familiar images on a simple map
- **Can begin using the four-point compass directions: North, South, East and West and directional language to describe the location of features and routes on a map.**
- **Can use the above and a map to navigate around a location.**
- Can draw a simple map and include symbols to make and use a key.
- Can use **aerial photographs/maps** to recognise landmarks and basic human and physical features.
- **Can compare aerial photographs/maps to identify changes in human and physical features over time.**

- **Can talk about what they discovered** using images, maps, plans or memory.
- **Can annotate images and maps.**
- Can communicate or interpret information through writing or drawing.
- Can reach a simple conclusion the fieldwork question or prediction.

## Year 3

- settlement
- urban
- region
- county
- canal
- energy
- hydro-power
- solar-power
- recycle
- renewable
- pollution
- sustainability

- deposition
- decompose
- source
- tributary
- estuary
- mouth
- meander
- marine
- sandstone

- Mediterranean Sea
- Ordnance Survey
- contours
- topographical
- four figure grid reference

- Can ask geographical questions about places and environments.

- **Can compare findings between different locations studied.**
- Can **identify** and draw the human and physical features of different locations (including local area) and draw a **detailed** sketch map with labels.
- Can use a camera, film or **audio to record specific data.**
- **Can identify some topographical features during field trips including hills, mountains, rivers and canals.**
- **Can ask questions to a range of people.**
- **Can measure using a guided tally and standard units.**

- Can use an atlas, a UK and world map and a globe.
- Can **confidently** use the four point compass directions: North, South, East and West to describe location of features and routes on a map.
- **Can follow and give compass directions to navigate around a familiar short route.**
- **Can draw a simple map of the familiar short route using OS symbols and a key.**
- **Can begin to use OS maps and 4 figure grid references to locate places on a UK map.**
- **Can begin to use OS maps and pinpoint contour lines to identify shape and height of features.**
- **Can use geological maps.**
- Can use aerial maps/photographs and **satellite images** to recognise landmarks and human and physical features
- **Can use the above to identify changes to land use or features over time.**

- Can express views about the environment **and issues studied.**
- **Can analyse and present data and findings using images, maps, diagrams, tables and graphs.**
- Can communicate information in writing.
- Can reach a simple conclusion to the fieldwork question or prediction.

## Year 4

- population
- land use
- food chain
- trade/trade links
- distribution
- economy
  
- flood
- inundation
- glaciation
  
- Tropic of Capricorn and Cancer
- hemisphere
- Arctic/Antarctic Circle
- latitude
- longitude
- time zones
- meridians
- compass points: North, North East, East, South East, South, South West, West and North West

- Can ask questions about places and environments to aid investigations.

- Can compare findings between different areas studied.
- Can **begin** to draw a sketch map with some **relatively sized features and some annotations** showing human and physical features of the local area and/or **residential location TBC**
- Can use a camera, film or audio to record specific data.
- **Can annotate a base map with information.**
- **Can devise and ask questions using geographical vocabulary and can recognise that people may think differently.**
- Can measure **more accurately** using a tally and standard units such as minutes or metres.

- Can use an atlas, a UK and world map and a globe.
- Can use a **growing range** of other maps, aerial maps/ photographs and satellite images.
- Can use the above to identify changes to land use over time.
- **Can begin using the eight-point compass directions: North, North East, East, South East, South, South West, West and North West**
- Can follow and **give** compass directions to navigate around a familiar short route
- Can draw **a more detailed map** of the short route using OS symbols and a key.
- Can **confidently** use an OS map and four-figure grid references to locate features.
- **Can identify the position and significance of latitude and longitude, Equator, NSEW hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.**
- **Can explain that time zones are divided by imaginary lines called meridians that run from the North Pole to South Pole.**

- Can express views about the environment and issues studied.
- Can analyse and present data and findings using images, maps, diagrams, tables and graphs **to show a clear enquiry route.**
- Can communicate information in writing.
- **Can reach a more detailed conclusion** to the fieldwork question or prediction.

## Year 5

- Urbanisation
- globalisation
- Roman Walls
- Amphitheatre
- Roman Gardens
- fortress
  
- River Dee
- tectonic plates
- earthquake
- volcano
- volcanic
- tsunami
- erosion
- monsoon
  
- six figure grid reference
- digital mapping
- Geographical Information Systems

- Can investigate geographical issues affecting people in different places and environments.
- Can ask questions that are more causal (Why is that happening in that place? Could it happen here?)

- Can make clearly explained links between observations in different locations.
- Can draw a sketch map with relatively sized features and annotations showing human and physical features.
- Can annotate a base map with information.
- Can devise and ask questions using geographical vocabulary, express own opinions and recognise why others may think differently.
- Can measure and record data in a range of ways during an investigation.
- Can begin using Geographical Information Systems (GIS) to collect and measure geographical data.

- Can use an atlas, a UK and world map and a globe.
- Can use a range of maps, aerial maps/ photographs and satellite images.
- Can use digital maps.
- Can use digital mapping identify changes in a range of smaller and larger areas of land over time.
- Can use the eight-point compass directions: North, North East, East, South East, South, South West, West and North West.
- Can follow and give compass directions to build knowledge of the UK and wider world.
- Can draw a more detailed map of a short route using a range of OS symbols and a key.
- Can use an OS map and begin to use six-figure grid references to locate human and physical features.
- Use an OS map to identify geographical/topographical features.
- Use an OS map to pinpoint contour lines to identify shape and height of features.

- Can express views about the environment and issues studied.
- Can begin to use Geographical Information Systems (GIS) to analyse geographical data.
- Can analyse and present data and findings using maps, diagrams, tables, graphs and digital technologies to show a clear enquiry route.
- Can produce an extended piece of writing to communicate geographical information.
- Can reach a conclusion to the field work question or a prediction that is backed up with some evidence.

## Year 6

- climate change\*
- global warming\*
- source\*
- emission\*
- forest degradation\*

• spatial variability

- carbon sinks
- climate zones
- biomes
- vegetation belts
- water cycle
- precipitation
- transpiration

• thematic maps

\*Environmental/Human & Physical Geography)

- Can investigate geographical issues affecting people in different places and environments.
- Can ask questions that are more causal (Why happened in the past to cause that? How likely is it to change in the future?)
- Make predictions about current geographical issues affecting people in different places and environments. Giving clear reasons to support their thinking.

- Can make clearly explained links **between observations of changes locally and the wider world to identify patterns.**
- Can draw a **detailed** sketch map with a **range** of relatively sized features and annotations.
- Can annotate a base map with information.
- Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view.
- Can measure and record data in a range of ways during an investigation.
- Can use Geographical Information Systems (GIS) to collect and measure geographical data.

- Can use an atlas, a UK and world map and a globe.
  - Can use a range of maps, aerial maps/ photographs and satellite images.
  - Can use digital maps.
  - Can use digital mapping identify changes in a range of smaller and larger areas of land over time.
  - Can **confidently** use the eight-point compass directions: North, North East, East, South East, South, South West, West and North West
  - Can follow and give compass directions to build knowledge of the UK and wider world.
  - Can draw a range of maps, sketches plans and routes with accurate OS symbols, a key and **to scale.**
  - Can use an OS map and six-figure grid references to locate human and physical features.
  - Use an OS map to pinpoint contour lines to identify shape and height of features in **some** UK geographical regions
  - Can use a map or digital map to locate **some** UK geographical regions and their topographical features including, cities, rivers, hills, mountains.
- Can use thematic maps to show a theme connected with a specific geographic area for example temperature variation or rainfall distribution. Japan**

- Can express views about the environment and issues studied.
- Can use Geographical Information Systems (GIS) to analyse geographical data **with more confidence.**
- Can **independently** analyse and present data and findings using maps, tables, graphs and digital technologies to **show a clear enquiry route from child-led question to child-led conclusion.**
- Can produce an extended piece of writing to communicate geographical information
- Can reach a **thorough** conclusion to the field work question or prediction **and make predictions for the future that are backed up with data and evidence.**

