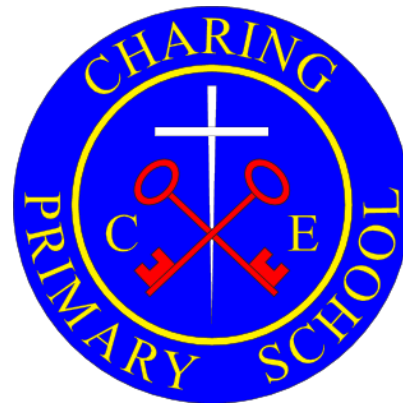


Charing CEP School



Progression Document

Progression in Geography

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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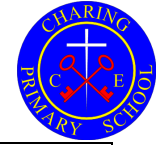
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and Fieldwork</p>	<p>To use basic observation skills around the school to talk about what they see.</p> <p>To follow simple directions.</p> <p>To look at signs and symbols and photographs on different types of maps for example in school, and the local community.</p>	<p>To begin to use directional language – left, right, near and far.</p> <p>To know what a compass is and the four points on it. To use symbols in a key.</p> <p>To explain where you live and tell someone your address.</p>	<p>To use directional language – left, right, near and far.</p> <p>To know the four points of a compass (north, south, east and west) ·</p> <p>To describe the locational features and routes on a map. To use symbols in a key.</p> <p>To describe a simple journey e.g. to school using pictures.</p>	<p>To begin to use two-digit coordinates on a map or atlas.</p> <p>To know the importance of symbols in a key. and to use and construct their own.</p> <p>To observe the local area using sketch maps and plans.</p>	<p>To know how to use two-digit coordinates on a map or atlas.</p> <p>To use Ordnance Survey symbols and to understand their importance.</p> <p>To observe the local area using sketch maps and plans.</p> <p>To build knowledge of the UK and the wider world.</p>	<p>To know the eight points of a compass.</p> <p>To use four-digit coordinates on a map or atlas.</p> <p>To use symbols and keys to interpret Ordnance survey maps.</p> <p>To use maps to build knowledge of the UK and the wider world.</p>	<p>To 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</p> <p>To sketch maps, plans and graphs.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locational knowledge</p>	<p>To understand some similarities and differences in relation to places.</p>	<p>To know the names of countries in the UK, continents and oceans studied at this KS.</p>	<p>To use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this KS.</p>	<p>To begin to locate countries within continents using maps, atlases and globes and begin to understand the difference in country and continental borders.</p>	<p>To begin to learn the difference between counties, countries, cities/towns in the UK and to use maps to do this.</p>	<p>To use maps, atlases and globes to name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers.</p>	<p>To use maps, atlases and globes to locate the world's countries, continents and major cities and counties.</p>
	<p>To talk about features of their own environment.</p>			<p>To interpret a map, such as the Equator and time zones (including day and night), to describe features studied.</p>	<p>To locate countries within continents using maps, atlases and globes and understand the difference in country and continental borders.</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p>	<p>To identify physical features of countries, towns and cities, including mountains, and deserts.</p>
	<p>To name and locate different parts of the local community.</p>			<p>To locate the Arctic and Antarctic Circle on a globe.</p>	<p>To know the difference between longitude and latitude and Tropics of Capricorn and Cancer</p>		<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, South Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic Circle, Greenwich Meridian and time zones. To use atlases, maps and globes to identify environmental regions.</p>
	<p>To describe some actions that people in the community do to maintain the area.</p>						



Human and Physical Geography	<p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To use the local area for exploring and to give their opinion on both the built and the natural environment.</p>	<p>To identify seasonal and weather patterns in the UK.</p> <p>To know the location of hot and cold places.</p> <p>To use basic geographical vocabulary to explain where they live.</p>	<p>To identify seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to key physical features eg beach, cliff, coast, forest, hill, mountain.</p> <p>To use basic geographical vocabulary to refer to key human features eg city, town, village, factory, farm, house.</p>	<p>To use the correct geographical words to describe a place; rural, urban, villages, towns, cities.</p> <p>To use the index in an atlas to locate places.</p> <p>To know how volcanoes and earthquakes are created and to locate them.</p>	<p>To research types of settlement and land use.</p> <p>To carry out research to discover features of villages towns and cities.</p> <p>To know why people may be attracted to live in cities.</p> <p>To understand why some people may choose to live in one place rather than another.</p>	<p>To use maps to know which are human and physical characteristic (topography – hills, mountains, rives).</p> <p>To explain why people are attracted to live near rivers and why many cities are situated on or near a river.</p> <p>To explain the course of a river.</p> <p>To name and locate the worlds mountainous regions.</p>	<p>To use maps, atlases and globes to identify key physical features of a location (topographical features: hills, mountains, coasts and deserts including biomes and vegetation).</p> <p>To use maps, atlases and globes to identify key human geography (types of settlement, land use and economic activity and trade links).</p>



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