



GEOGRAPHY PROGRESSION OF SKILLS

LOCATIONAL KNOWLEDGE

EYFS

- I can talk about where I live - England, Bradford, Clayton
- I can talk about the world and understand the meaning of land, sea, ocean, the Earth, space, sky
- I know that the world is bigger than just the space around the school or Bradford

YEAR 1

- I can name and locate where we live - Clayton, Bradford, England
- I can name and locate the four countries that make up the United Kingdom - England, Scotland, Wales and Northern Ireland
- I can identify the capital city of England (London) and find this on a map
- I can identify the capital city of Scotland (Edinburgh), Wales (Cardiff), N Ireland (Belfast)
- I can compare where Bradford and London are on maps
- I can name and locate the surrounding Seas - North Sea, English Channel, Irish Sea
- I know that the world can be represented as a map or globe

YEAR 2

- I can understand the term continent
- I can name and locate the seven continents - Asia, Africa, North and South America, Antarctica, Europe and Australia (Oceania)
- I can name and locate the five oceans - Pacific, Atlantic, Indian, Arctic, Southern
- I know that the world is round

YEAR 3

- I can name and locate Europe and well known European countries (UK, France, Greece, Italy, Norway) on different maps
- I can name and locate towns and cities founded by the Greeks, Romans, Vikings and Stone Age
- I can identify topographical features of location (hills, mountains, coasts, rivers) and understand how some of these have changed over time
- I know that different maps can be used for different purposes

YEAR 4

- I can name and locate some well-known countries in the EU and their capital cities on different maps
- I can locate towns and cities in a European country
- I can locate topographical features of places studied and understand how some of these have changed over time
- I know that maps can be used to show physical features, using conventional symbols and keys
- I can use maps and globes to locate countries in other continents with links to allies in WW2, Climate Change world wide
- I can identify and use the names of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere

YEAR 5

- I can use maps and globes to locate the main countries in Europe naming most from memory
- I can name and locate the countries of pupils' families
- I can identify topographical features of places studied and understand how these have changed over time
- I can use vocabulary to describe location - longitude/latitude/northern/southern hemisphere/tropics of cancer/capricorn/Greenwich meridian (time zones)
- I can describe location of different countries in the world and position relative to other countries, using correct geographical terminology
- I know that climate affects vegetation and human activity and is dependent on latitude

YEAR 6

- I can use vocabulary to describe location - longitude/latitude/northern/southern hemisphere/tropics of cancer/capricorn/Greenwich meridian (time zones)
- I can confidently compare different areas of the UK
- I can name and locate the National Parks in England and some well known National Parks in USA using different maps
- I can name and locate areas in countries studied in different countries using different maps
- I can use maps and globes to confidently locate the continents of the world and their main countries
- I understand that different types of information can be obtained from maps, statistics and written texts



PLACE KNOWLEDGE

EYFS

- I can talk about my home and family
- I can identify the main features of my immediate environment - school, home
- I can find my way around school
- I know that I live in Bradford and this is a city
- I know that maps can be used to find countries and talk about the world

YEAR 1

- I can recognise and talk about the key features and places in our local environment
- I know different areas of Clayton & Bradford and their location e.g. City, Town, Street, Address, Factory, Village, Farm, House, Shop, Hill
- I can identify the similarities and differences between different places using appropriate geographical vocabulary
- I know that local areas can be represented as a map, using symbols to make it clear
- I can explain what makes our City and other cities special
- I can begin to observe and describe the human and physical geography of Clayton, Bradford, capital cities and other places studied

YEAR 2

- I know the geographical differences and similarities between places in terms of: Location, Hills, Rivers, Oceans, Island, Sea, Climate, Vegetation, Economic activity
- I can describe a place outside of Europe (Polar Region) using geographical words and make simple comparison (similarities and differences) to where we live
- I know that the geographical environment (climate/landscape) affects vegetation which in turn affects the way that people are able to live
- I can explain how the lives of children are different in two contrasting localities (Bradford & Arctic)

YEAR 3

- I know and can describe the similarities and differences between UNESCO sites in terms of location, physical features, settlement, land use and economic activity using appropriate geographical vocabulary
- I can identify the effect of physical geography on human activity
- I can understand the importance of physical features on human activity now and in the past
- I can study photographs, pictures, maps, weather patterns, temperatures and populations
- I can begin to make simple comparisons to where we live

YEAR 4

- I can understand how geographical location affects human activity
- I can identify the effect of physical geography on human activity
- I know the geographical similarities and differences between different European countries using appropriate geographical vocabulary
- I can study photographs, pictures, maps, weather patterns, temperatures and populations
- I understand how places studied have changed over time; beginning to identify the main differences between human and physical characteristics

YEAR 5

- I know the geographical similarities and differences between Bradford and Baghdad in terms of location, physical features, settlement, land use and economic activity and using appropriate geographical vocabulary
- I can research areas studied and present a geographical description of it using appropriate geographical vocabulary
- I can identify the effect of physical geography on human activity
- I can understand that similar geographical features may provide similar outcomes, but differences may cause different human activity
- I can identify how the geographical features of countries can affect outcomes (country size, location, population, border)

YEAR 6

- I know how global needs can be met by different countries e.g. food and how human activity is dependent on geographical features
- I know how and why farming in South America is different in comparison to English farms
- I can identify the effect of physical geography on human activity
- I know that human activity is dependent on physical features and location climate
- I can confidently explain how places around the world are similar and different in relation to their key human and physical features



HUMAN AND PHYSICAL GEOGRAPHY

EYFS

- I can begin naming features of the local environment - school, home, house, road, park
- I know that weather can change from day to day and knows vocabulary to describe weather precisely: windy, breezy, cloudy, dry, raining, foggy, sunny, hot, warm, cold, cool
- I can record weather over a week/month
- I can match what clothing I would need to different weather conditions

YEAR 1

- I know that there are daily and seasonal weather patterns in the UK
- I can identify weather over a term/seasonal patterns
- I can use weather maps to compare weather across the UK
- I can begin to observe and describe the human and physical geography of Clayton
- I can use simple geographical vocabulary to identify key human and physical features of different environments and locations identified in topics

YEAR 2

- I know that weather patterns vary in relation to location of Equator and North and South Poles
- I can locate hot/cold areas relative to the equator, north and south poles
- I understand that location in the world affects climate which in turn affects how people live
- I can use simple geographical vocabulary to identify key human and physical features of different environments and locations identified in topics

YEAR 3

- I can begin to understand the terms human and physical geography
- I can describe the human and physical features of a locality in more detail
- I can explain why a locality has certain physical and human features
- I can begin to understand how human and physical features have changed over time
- I can understand that physical features have had an impact on human activity

YEAR 4

- I can understand and accurately use the terms human and physical geography
- I can identify physical and human features of European countries
- I can compare the similarities and differences between Britain and another European countries
- I can explore the causes of human impact on climate change and discuss and debate
- I can begin to find different views on an environmental issues
- I can understand how physical and human features of a place have changed over time
- I can explain why Germany is a popular holiday destination

YEAR 5

- I can describe and understand key aspects of physical geography (climate zones, biomes, vegetation belts)
- I can describe and understand human features of a locality (types of settlement, land use, economic activity, trade links, natural resources)
- I can describe how physical and human activity has impacted on areas of the world
- I can report on ways in which humans have both improved and damaged the environment
- I can identify my views and debate environmental issues
- I can explain what a place might be like in the future

YEAR 6

- I can confidently describe how physical and human activity has impacted areas of the world
- I can show a good understanding of environmental issues and report on ways in which humans have improved and damaged the environment
- I can debate with confidence about my view of environmental issues
- I know that people are dependent on the environment in which they live and the environment depends on people looking after it
- I can explain what a place might be like in the future taking into account changes that might occur



GEOGRAPHICAL SKILLS AND FIELDWORK

EYFS

- I can make basic observations of the local environment
- I can understand and follow directional language: forwards, backwards, right, left, around, near, behind, in front of, next to, besides
- I can observe and record weather over a week/month
- I can make attempts to draw simple features in their familiar environment and imaginary places
- I can identify a map
- I can make attempts at drawing a map of a familiar or imaginary place

YEAR 1

- I can use information books/pictures as sources of information
- I can use a simple picture map to move around school
- I can use directional language to describe a route or features on a map
- I can use aerial photographs to recognise school, Clayton, Bradford
- I can devise my own sketch map of a route in the local area and draw key features
- I can use picture maps and globes and learn the names of some places and their locations

YEAR 2

- I can use books, stories, maps, pictures, photos and internet as sources of information
- I know how to locate oceans, continents and UK on a globe and world map
- I can use directional language/compass directions to describe route
- I can describe a journey using appropriate geographical vocabulary and drawing sketch maps
- I can make simple comparisons between features of different places
- I can draw a map and use agreed symbols as a key
- I can identify equator, north and south pole on a globe and world map and describe position of places

YEAR 3

- I can use globes, world maps and atlases to locate historical sites, landmarks and settlements
- I can use directional language/compass (4 points) directions to describe location of places
- I can interpret aerial photographs
- I can undertake geographical fieldwork
- I can begin to collect and record evidence
- I can begin to analyse evidence and begin to draw conclusions
- I can begin to draw a simple sketch of a map
- I can begin to make a simple scale drawing and know why a key is needed.

YEAR 4

- I can use globes, world maps and atlases to locate European countries and cities
- I can use directional language/compass (4 points) direction to describe location of countries
- I can use grid references (4 figure)
- I can begin to collect and record evidence
- I can begin to analyse evidence and begin to draw conclusions
- I can use aerial photographs to show physical features, vegetation, human use of land in European countries and Britain
- I can give location of specific places in Europe using 6 figure grid references

YEAR 5

- I can use globes, world maps and atlases to locate European countries and cities as well as Baghdad
- I can use directional language/compass (8 points) direction to describe location of countries including Baghdad
- I can give location of specific places in Europe and Baghdad using 6 figure grid references
- I can draw sketch maps with key physical and human features in the area
- I can begin to suggest questions for investigating
- I can begin to use primary and secondary sources of evidence to find answers to their own questions
- I can analyse evidence and draw conclusions

YEAR 6

- I can confidently use an atlas and world map to locate places and find out about features of places
- I can use scale to measure distance
- I can analyse evidence and draw conclusions
- I can use 8 compass points confidently and accurately
- I can use aerial photographs to show impact of man
- Gather data about climate change and its impact on the environment and people
- I can present findings in different ways - charts/tables



CLAYTON VILLAGE PRIMARY SCHOOL