

Geography

Skills Progression



	Conduct Fieldwork	Use and Read Maps	Use directional language to orientate themselves	Identify Human Features	Identify Physical Features	Compare	Ask questions about the world around them
EYFS	-To narrate what they can see and identify local attractions [bus trip].	-					
Year 1	<ul style="list-style-type: none"> - To identify street names and modes of transport (Where does the bus go?) - To identify physical and human features of the coast (What is it like to live by the seaside?) 	<ul style="list-style-type: none"> - To understand what a map is and recognise and use some basic map symbols using Google Earth -As a whole class, to find specific streets on Google Earth. -To name and locate the four countries of the UK, capital cities, surrounding seas using a printed map - To find and label the equator and understand that places near the equator are hotter using a globe (Would you prefer to live in a 	<ul style="list-style-type: none"> -To identify and use street and road signs (Where does the bus go?) 	<ul style="list-style-type: none"> -To identify features of the seaside (pier, harbour, human) -To identify UK landmarks (What is it like to live by the seaside?) - To recognise the human features associated with transport (airports, train stations, bus stops, cycle lanes) (Where does the bus go?) 	<ul style="list-style-type: none"> -identify features of the seaside (cliff, bay, beach) -To identify UK landmarks (What is it like to live by the seaside?) 	<ul style="list-style-type: none"> - Hot or cold – compare the weather in countries near the equator to countries further away -hot and cold: comparing leisure activities in hot and cold countries. 	

		hot or a cold country?)					
Year 2	-To use the key of a map to locate key features within the park; to situate themselves using compass points and use this to create a chatterbox map (Can I use and interpret a map?)	-To label the continents and oceans using an atlas -To use an atlas to locate a specific country -To specifying climate based on knowledge of the equator using an atlas (Would you prefer to live in England or Kenya?) Use and interpret maps: counties and region printed map Use and interpret maps: local map plan and risk assess a simple route. Use and interpret maps: create their own messy map of Western park and design a key to go with it.	-reading and interpreting maps: compass points - reading and interpreting maps: understanding Leicester's position and location within the UK - read and interpret maps: use directional language to describe a route using a map.	Kenya and UK: features of Kenyan and UK cities	Kenya and UK: features of Kenyan and UK countryside	Kenya and UK: comparing where you would prefer to live and why	
Year 3	-To test the speed of the river flow, measure river width, take samples, compare wild and plant life and look at river uses	River Soar: locate key rivers around the world what map is used River Soar: find source and mouth and identify key things on its course.		River Soar: different uses of rivers	River Soar: features of a river (confluence, tributary, meander, ox bow lake, mouth, source) Natural disasters: bushfires, flooding, hurricanes, layer of	River Soar: compare rivers in urban and rural areas	

	(How is the river Soar used?).	Natural disasters: locate earthquake hot spots and earthquakes and tectonic plate boundaries			the earth, tectonic plates, earthquakes, volcanoes		
Year 4		Mountains: locate mountain ranges and highest peaks atlases Mountains: show that maps can show height above sea level atlases Italy: European countries and capital cities and seas within the Mediterranean atlases Italy: locate Italian cities on a map		Mountains: infrastructure that allows humans to interact with mountains (resort, skilift) Italy: features that attract tourists	Mountains: formation of mountains, physical features of a mountain (valley, range, plateau, summit, peak, foot, face, crevasse, ridge, slope) Italy: identify physical features (coast, mountains, lakes, rivers, volcanoes) Italy: features that attract tourists	Italy: compare life in Italy to life in the UK	Mountains: hypothesise about what happened to Mallory and Irvine on Mount Everest
Year 5	Biomes: Botanical gardens	Biomes: locate biomes around the world atlases, Google Earth Brazil: countries and capital cities of South America atlases	Brazil: tour plan looking at travel between Brazilian landmarks	Brazil: trade and fair trade	Biomes: physical features of a vegetation belt, layers of a rainforest	Biomes: compare different tundras (alpine and arctic) Biomes: temperate and tropical grasslands Brazil: compare economy of UK and economy of Brazil	Biomes: asking themselves what adaptations animals have made to survive the desert Biomes: investigating the

							importance of rainforests Brazil: interviewing someone who lives in a favella
Year 6	Cartographer: Settlement: survey	Cartographer: ordnance survey maps and symbols Contour lines, relief maps, digital maps (streetmap, OS online), GPS locations, google earth Settlement: identify good areas for a settlement	Cartographer: using 6-figure grid references	Settlement: how to form an economy based on trade appropriate to your environment Settlement: housing types, services and culture	Settlement: identify physical features that are beneficial for a settlement, how the physical features can be used to create energy		