

## Mill lane Progression in Skills for Geography

	EYFS	Y1	Y2
<b>Locational and Place knowledge</b>	<ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Can explore colourful maps and plans, searching for similarities and differences between the maps.</li> <li>• Can identify familiar features on the maps including roundabouts, parks, trees, buildings, ponds and lakes.</li> <li>• Say how living things are the same or different.</li> <li>• Can talk about some of the things they have observed.</li> <li>• Makes comments and asks questions about the place they live and the natural world.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use maps and globes to name and locate the world's seven continents and five oceans.</li> <li>• When looking at Earth, can identify basic geographical features such as sea, ocean, land, island, forest, city, lake and river.</li> <li>• Can draw a simple picture map, labelling particular features.</li> <li>• Can use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Can name and locate the world's continents and oceans on a world map or globe.</li> <li>• Can use world maps, atlases and globes to identify the UK and its countries.</li> <li>• Can use world maps to identify other countries, continents and oceans.</li> <li>• Can use the vocabulary of weather: precipitation, humidity, temperature, Celsius.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Children can identify similarities and differences between different locations</li> <li>• Can discuss how these are different.</li> <li>• Children can use vocab linked to different areas such as park, beach, and town.</li> <li>• Can articulate how to care for and show concern for their surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands about animals at risk of extinction from around the world and can use a map or a globe to mark the creatures' home areas.</li> <li>• Can use basic geographical vocabulary to refer to key physical factors, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, and valley.</li> </ul>	<ul style="list-style-type: none"> <li>• Can look at pictures and photographs of great towers from around the world and using world maps and globes, can match the tower to its location.</li> <li>• Can use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• Can mark structures around the world on a map or globe.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Can explain how their local environment is effected by human activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use aerial photographs to recognise landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use simple fieldwork and observational skills to study the local area,</li> </ul>

	<ul style="list-style-type: none"><li>• Explain why some features are found in different locations e.g. at the beach, park school.</li><li>• Explain why there are changes in their environments.</li><li>• Talk about features of their immediate environment.</li></ul>		<p>noting the key human and physical features.</p> <ul style="list-style-type: none"><li>• Can draw a simple sketch map or plan of the local area.</li><li>• Can use a simple key to show features.</li><li>• Know which symbol is used for a bridge on a map.</li></ul>
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	Y3	Y4	Y5	Y6
<b>Locational and Place knowledge</b>	<ul style="list-style-type: none"> <li>• Can explain why Stone Age man settled and used land, with reference to the transition from hunter to farmer.</li> <li>• Uses maps, atlases, globes and digital/computer mapping to locate Iron Age Hill Forts.</li> <li>• Can independently locate habitats of predators (crocodiles)</li> <li>• Can describe how the geography of are region can support a predators need.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the countries of Europe (including Russia) indicating where Vikings originated from.</li> <li>• Can locate Italy on European map, and can describe its environmental regions, key physical and human characteristics, and major cities.</li> <li>• Can name and locate Roman cities in UK using a map.</li> <li>• Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how land is used and identifies geographical features in Egypt; focusing on surrounding countries, seas, climate, and significant geographical features.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can locate Mexico on a world map and see its location in relation to Europe and other countries studied previously.</li> <li>• Can describe the geographical similarities and differences between North East England, and a region within Central America.</li> <li>• Can identify the position and significance of latitude and longitude.</li> <li>• Able to identify Northern and Southern Hemisphere, the Arctic and Antarctic Circle.</li> <li>• Has a clear understanding of time zones, including day and night.</li> <li>• Can explain how climate zones and biomes affect the physical and human features of a place in the world.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Explains the environmental impact humans can cause on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands why Saxons choose to locate their settlements and explain answers using aspects of human geography: the distribution of natural resources including, food, minerals, water and trade links</li> <li>• Can explain how physical activity has impacted and/or changed the physical characteristics of the seas and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain why the Nile was so important to the development of ancient Egyptian society focusing upon wealth, types of settlement, land use, economic activity and the distribution of natural resources.</li> <li>• Can explain the importance of the physical and human features of Egypt, focusing upon the its wider geographical location</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the environmental regions in Mexico, focusing on: environmental regions, the key physical and human characteristics and major cities.</li> <li>• Through the study of human and physical geography of the Artic and Antarctica, understands geographical similarities and differences. These include climate,</li> </ul>

			<p>including: land use, economic activity, energy, food, minerals and water.</p> <ul style="list-style-type: none"> <li>• Can explain how physical and human processes lead to diversity and change in places. Focusing on local historical changes in Darlington, Stockton, Durham</li> </ul>	<p>population, settlements, animal life, plant life and seasonal change.</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of these regions focusing upon: climate, population; settlements; animal life; plant life; seasonal change.</li> <li>• Can describe and understand key aspects of human geography, including: types of settlement and land use during World War II</li> <li>• Can describe in detail the human characteristics of some of the largest cities of the United Kingdom (during WWII), taking into account population, economic activity and transport systems and understand how some of these cities have changed over time.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Can interpret maps, aerial images and site images</li> <li>• Can make decisions based on what they have interpreted</li> <li>• Can independently draw a simple sketch map including a key which includes the following geographical features: islands, seas and mountains.</li> </ul>	<ul style="list-style-type: none"> <li>• Records onto a map of Britain Saxon shore forts, towns, rivers and other significant geographical features.</li> <li>• Uses Ordnance Survey maps to identify Saxon sites of significant historical interest throughout England.</li> <li>• Can name and locate counties and cities of the UK, identifying physical characteristics, including hills, mountains, coasts and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Can create a digital map of Egypt, which includes significant features and a key for reference.</li> <li>• After researching, can explain the significance for Victorian rail travel, and the development of the Stockton to Darlington railway, of a route between the two towns.</li> <li>• Can create accurate scaled maps of specific location in London</li> </ul>	<ul style="list-style-type: none"> <li>• Produce accurate scaled maps.</li> <li>• Whilst researching Mexico, use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.</li> <li>• Can use maps, atlases and globes to locate the Chihuahua Desert and focus specifically upon biomes, climate, and population.</li> </ul>

		<ul style="list-style-type: none"><li>• Draw independently draw detailed sketch maps using standardised symbols and a key.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Can use the eight points of a compass, when using a map.</li><li>• Use four and six figure grid references to locate features on an Ordnance Survey or world map.</li><li>• Can create maps of imaginary regions to scale.</li></ul>	<ul style="list-style-type: none"><li>• Can use search engines and other research techniques to locate and interpret information about Mexico.</li><li>• Able to use the web and satellite mapping tools to find out and present geographical information about Mexico.</li><li>• Can use globes and atlases to locate Arctic and Antarctic regions.</li><li>• Can use these to look at their location in relation to one another, along with other significant geographical features.</li></ul>
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