

Hallaton CE Primary School – Progression of skills – Geography 22-23

Topics indicate where these skills may be taught but many are cross curricular and may be covered in other subjects.

	EYFS	Year 1	Year 2	Year 3	Year 4	5&6 Year A	Year B
Geographical Enquiry	<p>Talk about the features of their immediate environment or a familiar place such as their home and school.</p> <p>Talk about simple similarities and differences between familiar places or places in pictures and stories. All about me/ Pirates</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Dinosaurs/The world around us</p>	<p>Identify and describe features in the local environment, e.g. house, farm, church.</p> <p>Use photos, pictures and simple maps to locate places in the school and local environment.</p> <p>Talk about features of the school and local environment that are liked and disliked.</p> <p>UK Countries and Capitals. (Castles)</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Name and describe physical and human features in the local environment and discuss if they are liked or disliked. Magical Mapping (Hallaton History – Cross curricular)</p> <p>Use photos and simple street plans to find places in the local environment. Magical Mapping</p> <p>Use photos, maps and interactive street maps to name and describe physical features of places not in their locality (e.g. Japan, Polar Regions). Let's go to Japan Polar Regions Magical Mapping</p> <p>Describe similarities, differences and patterns when comparing their lives with those of children in other</p>	<p>Sort, group and compare physical and human features in the local environment and compare with other places</p> <p>Brilliant Britain Incredible India Extreme Earth</p> <p>Use secondary sources (maps and street maps/plans) to locate places and features in the locality and further afield. Brilliant Britain</p> <p>Use simple data as evidence to answer simple questions. Incredible India Brilliant Britain Extreme Earth</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?' Sheffield</p> <p>Use an increasing range of secondary sources and first-hand enquiry, e.g. surveys. Land Use -local area/Sheffield</p> <p>Present findings using a range of simple graphs and charts. Rainforests Sheffield</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people. Talk about evidence and draw simple conclusions. Rainforests Sheffield</p>	<p>Recognise geographical issues affecting people in different places and environments. The Amazing Americas Magnificent Mountains - Alps</p> <p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Present reasoned conclusions when presenting my findings. Magnificent Mountains - Alps Rivers and Coasts</p> <p>Use primary and secondary sources to find information about a range of localities. The Amazing Americas Rivers and Coasts</p> <p>Present findings and statistical information in a range of different ways e.g. line graphs and pie charts. The Amazing Americas</p>	<p>Set own challenging questions when investigating geographical features and issues. Ask and respond to questions e.g. What happened in the past to cause that? How is it likely to change in the future? Our changing world. The Amazing Americas</p> <p>Select appropriate sources of primary and secondary information to support investigation. The Amazing Americas Our changing world</p> <p>Select an appropriate way in which to present statistical information and findings. The Amazing Americas Our changing world</p> <p>Ensure that conclusions make accurate reference to the evidence presented. The Amazing Americas Our changing world</p>

Hallaton CE Primary School – Progression of skills – Geography 22-23

Topics indicate where these skills may be taught but many are cross curricular and may be covered in other subjects.

			places and environments. <i>Let's go to Japan – Comparing school life', comparing traditions – Children's Day in Japan Earthquake preparation. Polar Regions – children who live in Iqaluit in the Arctic</i>			<i>Magnificent Mountains - Alps</i>	
Geographical Skills & Fieldwork including mapping	<p>Follow and give simple instructions about movement around the classroom and use basic positional language.</p> <p>Collect simple data around school, e.g. How many children walk past our room?</p> <p>Use a range of sources such as simple maps, photographs, magnifiers when visiting local places. <i>Dinosaurs</i></p>	<p>Talk about and describe features of the local environment from photos/leaflets and label them e.g. the church, river etc.</p> <p>Use 'left', right', 'up/down' 'forwards' and 'back' to describe the location of features and routes on a simple map.</p> <p>Create a simple map of a familiar location using symbols and a simple key. <i>Where do I live? Beside the Seaside -UK Beaches Our Country -UK Countries and Capitals</i></p>	<p>Identify geographical features on a simple map. <i>Let's go to Japan Polar Regions Magical Mapping</i></p> <p>Use simple aerial photos to identify landmarks and basic human and physical features. <i>Let's go to Japan – Google Earth- Shiiba Village Polar Regions – Google Earth – Iqaluit in Arctic Magical Mapping</i></p> <p>Use simple compass directions (North, South, East, and</p>	<p>Carry out a small local survey, e.g. traffic, litter, land use. <i>Brilliant Britain</i></p> <p>-Identify a range of geographical features on maps and use these to compare locations. <i>Incredible India Brilliant Britain Extreme Earth</i></p> <p>Create a simple map of a location using symbols and a simple key to represent features and landmarks. <i>Incredible India Brilliant Britain</i></p>	<p>Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc. <i>Land Use -local area</i></p> <p>Use simple geographical vocabulary, e.g. country, city, climate, landscape. <i>Rainforests Sheffield</i></p> <p>Plan and follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a</p>	<p>Use a range of equipment and maps to conduct fieldwork tasks.</p> <p>Communicate findings using geographical terms, e.g. location, land use, settlement. <i>The Amazing Americas</i></p> <p>Map a route to another location in the UK using six figure grid referencing.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and six-figure grid referencing</p>	<p>Use a range of equipment and maps to conduct independent fieldwork.</p> <p>Communicate findings using complex terminology, e.g. erosion, delta, meander. <i>Rivers and Coasts</i></p> <p>Locate a city in the UK using six-figure grid referencing.</p> <p>Map a route to other locations in Europe and beyond. <i>The Amazing Americas</i></p> <p>Plot a series of points along a route and use the scale to calculate the distance.</p>

Hallaton CE Primary School – Progression of skills – Geography 22-23

Topics indicate where these skills may be taught but many are cross curricular and may be covered in other subjects.

<p>Have awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.</p> <p>Recognise that a map is about a place. Create their own maps using real objects, and/or pictures and symbols. The world around us</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community. The world around us</p>	<p>Carry out a small local survey, e.g. traffic, litter... Collect weather data</p> <p>Draw picture maps and use own symbols, make maps of imaginary places and from stories.</p> <p>Use a simple picture map to move around the school.</p> <p>Use picture maps and globes</p> <p>Know that symbols mean something on maps.</p>	<p>West) to describe the location of features on a map. Magical Mapping</p> <p>Know why a key is needed and create a simple map of a location using class agreed symbols and a simple key to represent features. Magical Mapping</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries and world countries, continents and oceans. Let's go to Japan Polar Regions; Countries of Uk and capitals on a map. Name and locate seven oceans and five continents.</p> <p>Try to make a map of a short route experienced, with features in correct order.</p> <p>Use a plan view. –</p>	<p>Use the 4 points of the compass to describe the location of features and routes on a map. Incredible India Brilliant Britain</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities, etc. Incredible India Brilliant Britain</p> <p>Use letter/no. co-ordinates to locate features on a map. Use standard symbols. Locate places on larger scale maps Follow a route on a map with some accuracy. (e.g. around local village) Use large scale OS maps. Begin to use map sites on internet. Begin to use KS2 atlases. Begin to identify features on aerial photographs</p>	<p>compass. Land Use -local area</p> <p>Use world maps, atlases and globes and digital mapping to locate places in the UK. Sheffield</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p> <p>Use large and medium scale OS maps/ KS2 atlases. Use map sites on internet. Identify features on aerial photographs/Google earth.</p>	<p>Use a range of maps and other sources of geographical information and select the most appropriate for a task, demonstrating an understanding of the difference between them and when it is most appropriate to use each.</p> <p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>	<p>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p> <p>Use latitude and longitude on atlas maps. Begin to draw plans of increasing complexity. Use/recognise OS map symbols/ atlas symbols.</p> <p>Follow a short route on an OS map and describe features shown on it. Locate places on a world map and use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>
--	--	---	---	---	--	--



Hallaton CE Primary School – Progression of skills – Geography 22-23

Topics indicate where these skills may be taught but many are cross curricular and may be covered in other subjects.

			<p>Aerial view of classroom Use a simple atlas to locate places. Find land/sea on globe. <i>Magical mapping</i> – Atlas quiz, ch. race to find places in atlas using index and coordinates.</p> <p>Use large scale OS maps. <i>Magical mapping</i> – Look at OS map of local area, find familiar places, and use keys, symbols and contours to look at different features Use a KS1 atlas</p>				Recognise world map as a flattened globe.
Location & Place Knowledge	<p>Talk about and describe familiar places to them and how they may be similar and different from one another. e.g. home and school.</p> <p>Name and locate different parts of the local community.</p>	<p>Talk about and describe people and places in the local area.</p> <p>Talk about similarities and differences between places, e.g. physical and human features and weather in the UK and different countries. <i>The Galapagos islands Our Country -UK Countries and Capitals</i></p> <p>Talk about and describe</p>	<p>Describe and compare features of known localities and localities further afield. <i>Let's go to Japan – compare Shiiba village and Hallaton</i></p> <p><i>Polar Regions – Compare Iqaluit and Hallaton / Market Harborough</i></p>	<p>Describe and compare and contrast localities, including their features, beyond the local area. <i>Incredible India</i></p> <p>Compare features of localities, giving reasons for their similarities and differences. <i>Incredible India</i></p> <p>Compare and contrast</p>	<p>Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country- South America- Amazon Rainforest) <i>Rainforests</i></p> <p>Describe and compare and contrast localities, including their features, beyond the</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in a European country. <i>The Alps/Mountains The Amazing Americas</i></p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world. <i>The Amazing Americas Frozen Land</i></p> <p>Support reasons for the physical and human features of a location with factual evidence. <i>The Amazing Americas Frozen Land</i></p> <p>Suggest ways in which a</p>

Hallaton CE Primary School – Progression of skills – Geography 22-23

Topics indicate where these skills may be taught but many are cross curricular and may be covered in other subjects.

	(School, doctors, swimming baths etc) All About Me	<p>a contrasting locality in the UK. Beside the Seaside -UK Beaches</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc. The Galapagos islands</p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</p> <p>Locate the UK and The Galapagos Islands/South America on a world map or globe and understand where Hallaton/ Leicestershire is within the UK. The Galapagos islands</p> <p>Talk about weather in the UK and South America and begin to understand the seasons of the UK The Galapagos islands</p>	<p>Name and locate the world's seven continents and five oceans. Polar Regions Magical Mapping</p> <p>Talk about and describe how living in Japan is different to the UK. Let's go to Japan Comparing school life', comparing traditions – Children's Day in Japan Earthquake preparation.</p>	<p>the world's seven continents and five oceans. Identify the equator Incredible India</p> <p>Talk about and compare climate zones around the world and how this impacts on weather, water and seasons. Incredible India</p>	<p>local area, including a region within the United Kingdom. Sheffield</p> <p>Understand how the physical location can determine the growth of a settlement or industry. Rainforests Sheffield</p> <p>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop. Sheffield</p> <p>Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p>	<p>evidence. Rivers and Coasts The Alps/Mountains</p> <p>Identify physical and human features that have contributed towards the change and development of a locality. The Amazing Americas. Frozen Land The Alps/ Magnificent Mountains</p> <p>Identify the Tropics of Cancer and Capricorn. The Amazing Americas</p> <p>Name and locate an increasing range of places in the world including globally and topically significant features and events. All</p>	<p>location might develop and change in the future, based on factual information. Rivers and Coasts Frozen Land Trade and Economica/FairTrade Amazing Americas/Goldrush</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK. The Amazing Americas Trade and Economica/FairTrade</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone. Frozen Land</p> <p>Identify physical and human features within a local study and how they have changed over time.</p> <p>Name and locate an extensive range of places in the world including globally and topically significant features and events. Frozen Land Trade and economics</p>
Human and Physical	Use the local area for exploring both	Use simple geographical words to	Talk about, describe and compare	Use geographical language to describe	Describe how features and places change and	Identify an increasing range of physical	Identify a range of physical processes, e.g.

Hallaton CE Primary School – Progression of skills – Geography 22-23

Topics indicate where these skills may be taught but many are cross curricular and may be covered in other subjects.

<p>the built and the natural environment and express their opinion.</p> <p>Talk about and name familiar features in their local environment e.g. trees, hill, weather, school, playground.</p> <p>Look at daily weather and choose sensible clothes for the weather.</p> <p>Talk about the seasons.</p>	<p>describe physical features a locality e.g. stream, field, forest, hill, river, soil, valley, coast, beach, season, weather. <i>The Galapagos islands, Beside the Seaside -UK Beaches</i></p> <p>-Use simple geographical words to describe human features in the locality e.g. town, village, farm, house, library, doctors, shop, park.</p> <p>Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> <p>Identify and describe patterns and changes within the local environment.</p> <p>Confidently talk about and compare seasonal changes in the UK</p>	<p>features of different localities. <i>Let's go to Japan - Shiiba Village Polar Regions- Iqaluit Hallaton</i></p> <p>Use simple geographical words to describe physical features wider than the locality, Make observations about features that give places their character e.g. beach, cliff, coast, mountain, sea, river, soil, valley, vegetation, season, weather. <i>Let's go to Japan – mountains, volcanoes, coast Polar Regions- ice floes, tundra, oceans</i></p> <p>Use simple geographical words to describe human features wider than the locality, e.g. city, town, factory, farm, port, harbour. <i>Let's go to Japan Polar Regions- port</i></p>	<p>some aspects of human and physical features and patterns.</p> <p>Talk about and describe the function of features and landmarks within a locality. <i>Somewhere to settle</i></p> <p>Identify a range of simple physical processes, e.g. mountains, volcanoes and earthquakes. <i>Extreme Earth</i></p> <p>Make observations about places and features that change over time. Describe and compare patterns and changes within the local environment, a town and city. <i>Brilliant Britain</i></p> <p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>the links between people and environments.</p> <p>Identify a range of simple human processes, e.g. types of settlement and land use. <i>Rainforests Sheffield</i></p> <p>Identify simple geographical patterns, e.g. Larger and taller buildings in cities. <i>Sheffield</i></p> <p>Identify and describe the way in which physical and human processes can change the features of a locality. <i>Rainforests</i></p>	<p>processes, e.g. climate zones and biomes. <i>The Alps/ Magnificent Mountains Frozen Land</i></p> <p>Identify an increasing range of human processes, e.g. economic activity including trade links. <i>The Amazing Americas Trade and economics</i></p> <p>Give simple explanations for the location of human and physical features within a locality. <i>Magnificent Mountains</i></p> <p>Recognise and describe a wide range of geographical patterns and processes <i>Rivers and Coasts Frozen Land</i></p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change. <i>All</i></p>	<p>vegetation belts and the water cycle. <i>The Alps/ Magnificent Mountains Rivers and Coasts</i></p> <p>Identify a range of human processes (Globalisation), e.g. distribution of natural resources including energy, food, minerals and water. <i>Trade and economics</i></p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality. <i>Rivers and Coasts Trade and economics Frozen Land</i></p> <p>Compare and contrast an increasing range of geographical patterns. <i>Rivers and Coasts Frozen Land</i></p>
---	--	--	---	--	---	---



Hallaton CE Primary School – Progression of skills – Geography 22-23

Topics indicate where these skills may be taught but many are cross curricular and may be covered in other subjects.

Sustainability & Environment	Classroom recycling Saving Water	<p>Talk about the things I like and don't like about the local environment. <i>Where do I live?</i></p> <p>Talk about what people do in the local environment. <i>Where do I live?</i></p> <p>Talk about ways we can care for the environment. <i>Where do I live? The Galapagos islands Beside the Seaside -UK Beaches</i></p> <p>Forest school activities which promote care for the environment</p>	<p>Express thoughts and views about a locality. <i>Polar Regions</i></p> <p>Talk about how people can affect the environment they live in. <i>Polar Regions</i></p> <p>Cross curricular – Science – The Environment</p> <p>Consider different ways we can improve and care for our environment <i>Polar Regions- Global warming- polar bears and melting ice</i></p> <p>Cross curricular – Science – The Environment</p> <p>Forest school activities which promote care for the environment</p>	<p>Give reasons for thoughts and views about a locality. <i>Incredible India</i></p> <p>Talk about and describe how people try to improve and sustain their environment. Give reasons for local environmental issues.</p>	<p>Justify reason, thoughts and views with factual information. <i>Rainforests</i></p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment. <i>Rainforests Sheffield</i></p> <p>Use a range of sources of evidence to support environmental issues. <i>Rainforests</i></p>	<p>Talk about and give reasons for own and others views about changes to the environment. <i>Our changing world Trade and economics</i></p> <p>Talk about and describe how people's actions can damage and improve the environment. <i>Our changing world Trade and economics</i></p> <p>Talk about and describe reasons for global environmental issues and describe the ways in which groups try to manage an environment's sustainability. <i>Trade and economics Our changing world</i></p>	<p>Recognise and describe the different views that people may hold when changes are made to the environment. <i>Our changing world Trade and economics</i></p> <p>Describe how decisions made about places and environments can impact on the lives of the people who live there. <i>Trade and economics Our changing world</i></p> <p>Consider how the rising population may impact on sustainability. <i>Trade and economics Our changing world</i></p>
---	---	--	---	---	--	---	---