

### Geography Skills Progression

Year Group	Children should know:	Children should be able to:
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• They live in England, Leeds, Belle Isle</li> <li>• That there are other countries in the world</li> <li>• What a map and globe is and what they are used for</li> <li>• Simple similarities and differences between life in a hotter country and a colder country, compared to where they live</li> <li>• Vocabulary related to different types of weather and simple weather features (e.g. snow, ice, rain) and use this vocabulary appropriately</li> <li>• Vocabulary related to the 4 seasons (spring, summer, autumn, winter)</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of the world around them</li> <li>• Start to recognise the shape of the United Kingdom</li> <li>• Complete activities such as odd one out to identify common features of hot and cold countries including weather, clothing, animals, and physical features</li> <li>• Confidently notice and question human features in their local environment</li> <li>• Explore and draw their own map</li> <li>• Join in and sing the daily weather song and link images that relate to different weather types</li> <li>• Show an awareness of the seasons and changes between them</li> <li>• Describe the things that make up the local community (e.g. library, parks etc)</li> <li>• Show curiosity about the world around them by asking questions</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Basic vocabulary and concepts about weather and climate</li> <li>• The main nations and features of the UK, including their locations and related key vocabulary</li> <li>• The location and features of the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple weather chart</li> <li>• Annotate a simple map of the UK with some of its key features</li> <li>• Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used</li> <li>• Work together to create a simple map of the local area</li> <li>• Observe, record, discuss and ask questions about the main features of the local area, based on direct experience</li> <li>• Make connections between their investigation of the local area and what they have learned about weather, climate and the UK</li> <li>• Use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• The names and locations of the world's continents and oceans, and some information about each of them</li> </ul>	<ul style="list-style-type: none"> <li>• Use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa</li> </ul>

	<ul style="list-style-type: none"> <li>• Where the world's main hot and cold regions are, and some information about what they are like</li> <li>• The location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent</li> <li>• How their location within hot and cold regions might affect everyday life differently in the UK and Zambia</li> </ul>	<ul style="list-style-type: none"> <li>• Use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them</li> <li>• Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK</li> <li>• Use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area</li> <li>• Make use of the four main compass points when describing the location of these key locations and regions</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Where the world's main climate zones are (building on their prior understanding of hot and cold regions)</li> <li>• The location and main human and physical features of North and South America</li> <li>• The location and human/physical features of Rio de Janeiro and South-East Brazil and places previously studied</li> <li>• How their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied</li> <li>• The location of South-East Brazil and Rio de Janeiro within the South American continent</li> <li>• About processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro</li> </ul>	<ul style="list-style-type: none"> <li>• Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil</li> <li>• Use globes, atlases and maps to identify the main human and physical features of North and South America</li> <li>• Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres)</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• The key elements and features of a river</li> <li>• The key elements of the water cycle</li> <li>• The names of – and key information on – the world's main rivers</li> <li>• Basic ideas about flood management</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and explain key information on rivers</li> <li>• Evaluate a range of possible flood prevention measures</li> <li>• Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon</li> <li>• Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it</li> </ul>

	<ul style="list-style-type: none"> <li>• The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo)</li> <li>• The location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil</li> <li>• How physical processes involving river, the water cycle and rainforests distinctively apply to the Amazon</li> <li>• How some human beings have adapted to life in the rainforest and the Amazon</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• The names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes</li> <li>• The main features and types of mountains</li> <li>• How some people have adapted to life in mountainous areas</li> <li>• The main features and causes of volcanoes and earthquakes</li> <li>• The location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local</li> <li>• Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens</li> <li>• Ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes and earthquakes</li> <li>• How people can respond to a natural disaster, such as an earthquake</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean)</li> <li>• Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints</li> <li>• Use globes and atlases to identify the location of Greece and the Mediterranean</li> <li>• Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens</li> </ul>

	<ul style="list-style-type: none"> <li>• Ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied</li> <li>• About place-specific patterns of continuity and change (including different perspectives on issues in the news; as well as ways in which modern-day Greece compares and contrasts with its past)</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local</li> <li>• Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region</li> <li>• Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region</li> <li>• Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a range of maps of the UK and the local region and apply this information to their understanding of it</li> <li>• Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK</li> <li>• Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change</li> <li>• Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region</li> <li>•</li> </ul>

### Year 1 Glossary:

**capital city:** the city where a country's government is located such as London or Edinburgh

**country:** an area of land that has its own government, such as the UK or France

**feature:** something you would find in a place that is usually there (such as a hill or a house)

**map symbol:** a small picture on a map that shows you where different things are (such as a bus station or a school)

**rain gauge:** a tool you can use to show how much it has rained

**route:** how you get from one place to another (for example, "you walk up the hill and turn towards the school when you get to the top")

**rural:** a rural area has fewer people living there – rural areas include the countryside, villages and hamlets

**season:** a time of the year with a particular type of weather

**settlement:** a place where people live

**temperature:** how hot or cold it is

**urban:** an urban area has lots of people living there – towns, cities and suburbs are all urban areas

### **Year 2 Glossary:**

**adapt:** find ways to survive in a place (such as using less water in a desert or keeping warm near the North Pole)

**continent:** a very large area of land

**crops:** plants that are grown to be used or sold (such as rice, corn or fruit)

**The Equator:** an invisible line that runs around the centre of the Earth, halfway between the North and South Poles

**habitat:** the natural home of an animal or plant

**hemisphere:** half of the globe

**ocean:** a huge area of salty water

**population:** the number of people living in a place

**wildlife:** the wild animals and plants in an area

### **Year 3 Glossary:**

**Climate:** long-term weather patterns

**climate zone:** a part of the world where places have a similar climate (i.e. arid, Mediterranean, temperate, tropical, polar)

**culture:** how a group of people does things as part of their way of life

**human features:** features of a place that are a result of human activity, such as shops, farms, homes and roads

**landscape:** what you can see when you look across an area of land

**latitude:** distance from the Equator

**longitude:** distance from the Prime Meridian

**manufacturing:** making things, for example, in factories

**physical features:** natural features of a place, such as mountains, rivers and seas

**precipitation:** rain, hail, fog, sleet and snow

**recreation:** enjoyable activities, such as swimming or listening to music

**state:** an area of land with its own government – there are 50 states in the USA

**tourism:** travelling as a holidaymaker or sightseer

**trade:** exchanging goods or services, usually for money

## **Year 4 Glossary**

**agriculture:** farming

**biodiversity:** the number of different types of plants and animals found in a particular environment

**biome:** a community of plants and animals that is suited to a particular climate

**drainage:** how water flows away from an area through rivers and streams

**ecosystem:** a community of plants and animals that affect each other and the area around them

**equatorial:** the hot, wet climate in areas close to the Equator

**erosion:** how wind, water and waves break down and remove rock and soil

**flood management:** stopping or controlling floods

**flood prevention:** stopping floods

**irrigation:** the supply of water, especially for growing crops

**Prime Meridian:** the line of longitude from which time is measured

**rainforests:** forests that are home to many different types of plants and animals. They are located close to the Equator in places with a tropical climate, which is warm and wet all year round.

**river basin:** the area of land drained by a river and all its tributaries

## **Year 5 Glossary:**

**border:** a line that separates two countries. You may need a passport to pass from one country to the other

**dome mountains:** mountains formed by magma pushing upwards, but without a volcanic eruption

**dormant:** a dormant volcano is one, like Kilimanjaro, that has not erupted for a long time

**epicentre:** where an earthquake starts and is felt most strongly

**European Union:** a group of countries in Europe that co-operate on trade and many other aspects of life

**fault-block mountains:** mountains formed by parts of a broken plate being forced upwards

**fire mountains:** mountains formed by volcanic eruptions

**fold mountains:** mountains formed by the earth's plates pushing together

**scale bar:** a line that shows how many kilometres there would be in the real world for every centimetre on a map

**tsunami:** a huge, powerful wave caused by an earthquake

## **Year 6 Glossary:**

**development:** how places and communities change

**economy:** the wealth and resources of a place

**grid reference:** a set of numbers used to find particular places on a map

**industry:** the production of goods (such as cars) or services (such as tourism or entertainment)

**land use:** what land is used for (such as housing, recreation, farming, etc.)

**sustainable development:** change that respects the natural environment and doesn't harm future generations