



Bugle School

Skills Progression

Subject area: Geography



Skill	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Location / Place Knowledge</b></p>	<p><b>Age 3-4 years (Mathematics)</b></p> <p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p><b>Knowledge and Understanding of the World</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception Knowledge and</b></p>	<p>Name and locate local city.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p>Name and locate the world’s seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains and rivers).</p> <p>Understanding physical geography through studying a region in a European country (Italy).</p> <p>Name and locate the key topographical features including features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	<p>Locate the main countries in North or South America. Locate and name principal cities, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Compare 2 different regions in UK coastal town/urban city.</p>	<p>Locate and name the main counties and cities in England.</p> <p>Locate the main countries in Europe. Locate and name principal cities, concentrating on environmental regions, key physical and human characteristics</p> <p>Locate and name principal cities of France, concentrating on environmental regions, key physical and human characteristics.</p> <p>Locate the world’s countries, using maps to focus on Europe (inc the location of Russia)</p>

**Understanding of the World**

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different to the one in which they live.

**ELG**

**Understanding the World**

**People, Culture and Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

and North and South America, Linking with local History, map how land use has changed in local area over time.

Linking with history, compare land use maps of UK from past with the present, focusing on land use.

Understand geographical similarities and differences through the study of human and physical geography of a European country, France.

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Human and Physical Geography</b></p>	<p><b>Age 3 – 4 years</b> <b>Knowledge and Understanding of the World</b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception</b> <b>Knowledge and Understanding of the World</b></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are</p>	<p>Identify seasonal/daily weather patterns in the UK and</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p>	<p>Describe and understand key aspects of</p> <p>Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Physical geography including coasts.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (including hills, mountains, rivers and the water cycle including transpiration)</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Human geography including human characteristics and features of a European country and its major cities.</p>	<p>Describe and understand key aspects of :</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Describe and understand geographical similarities and differences through the study of human and physical geography of a South America.</p>	<p>Describe and understand geographical similarities and differences through the study of human and physical geography of a European country, France.</p> <p>Describe and understand key aspects of :</p> <p>Distribution of natural resources focussing on energy</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>

different to the one in which they live.

**ELG**

**Understanding the World**

**People, Culture and Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World**

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what

	has been read in class.						
	Understand some important processes and changes in the natural world around them, including the seasons.						
Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	<p><b>Reception Knowledge and Understanding of the World</b></p> <p>Draw information from a simple map.</p> <p><b>ELG Understanding the World People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present..</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present..</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>

	stories, non-fiction texts and (when appropriate) maps.						
--	---	--	--	--	--	--	--