

LADY BANKES PRIMARY SCHOOL
GEOGRAPHY CURRICULUM SKILLS PROGRESSION



PUPILS SHOULD BE TAUGHT TO:	EYFS		KEY STAGE 1		KEY STAGE TWO			
	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LOCATIONAL KNOWLEDGE	<p>Experience and talk about books based in each of the different continents of the world making observations from pictures.</p> <p>Experience and talk about the world using a globe and online experiences e.g. explore</p> <p>Use a range of vocabulary to describe the places that they see in books (see</p>	<p>Experience/talk about stories based in different countries and culture of the World.</p> <p>Use globes and world maps to spot the continents/countries in which the books are based.</p> <p>Use a range of vocabulary to describe these places/talk about how they are different to where they live (see vocabulary list).</p> <p>Recap being able to place weather symbols locally</p>	<p>Be able to locate and name at least the 2 continents and 1 ocean EG Antarctica, Europe and Arctic ocean. Explore on programmes such as Google Earth.</p> <p>Name and locate the four countries making up the British Isles. Be able to name their Capital cities.</p> <p>Begin to link to knowledge of North and South of the UK and to the terrain e.g.</p>	<p>Name and locate the world's seven continents and five oceans. Build up knowledge through different stories EG the Space Race.</p> <p>Explore the continents using digital software.</p> <p>Play regular games using directions and at least 2, moving onto 4 compass points, (link to ICT) to find the key locations on a map e.g. start in England move North where are you?</p>	<p>Recap the continents and oceans of the World.</p> <p>Locate the main countries of Europe including. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate settlement areas of the Roman Empire.</p> <p>Locate and name the main counties and cities in/around Sussex.</p> <p>Locate the world's countries, using maps to focus Egypt concentrating on their</p>	<p>Locate the main countries in Europe. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Examine the location of</p>	<p>On a world map, locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills,</p>

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	<p>Vocabulary list).</p> <p>Be able to place weather symbols in England on a map of the British Isles (on a daily basis) and know that this is a map showing where they live. Can I talk about similarities and differences in the weather from day to day?</p>	<p>and discuss different types of weather..</p> <p>Begin to be aware of significant contrasting weather patterns, comparing it to our own e.g. Snow in Antarctica and warm (humidity) in the rainforest.</p>	<p>snow on the mountains in Scotland, sunnier on the beaches in Southern England.</p>	<p>(Scotland)</p> <p><u>Note:</u> In order to ensure that this knowledge is embedded it will be necessary to revisit and review regularly e.g. through daily weather forecasts or weekly news items.</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere.</p>	<p>environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate key regions of Viking Britain including; regions, cities, towns, rivers and mountains. Compare similarities and differences with Modern British regions, cities, towns, rivers and mountains.</p>	<p>Ancient Greece in terms of longitude and latitude.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Name and locate the key topographical features including coast,</p>	<p>mountains and rivers. Understand how these features have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, The Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones Scale and distance</p> <p>To locate the countries involved in WW2 on a world map and a</p>
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							<p>features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	<p>map of Europe Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Locate French speaking countries.</p>
PLACE KNOWLEDGE	<p>Notice features in my environment . Observational walks around the school site. What can they see inside/</p>	<p>Talk about the natural/made features of their immediate environment and how environments vary. (Use factual/ fictional books.) Revise features of</p>	<p>Talk about where I live? Talk about my home and family and learn about the homes and families of my peers. Compare an area of England</p>	<p>Compare Ruislip Manor with a non European destination (when teaching explorers) and how people live, with similarities and differences.</p>	<p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks and English Wordsmith book Where in the</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European</p>	<p>Compare a region in UK with a region in a European Country with significant differences and similarities. Understand geographical similarities and</p>	<p>Compare a region in UK with a region in N. or S. America (natural disasters). Understand some of the reasons for similarities and differences. Study the local</p>

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	<p>outside of the school grounds.</p> <p>Talk about some of the things they observe and similarities/differences between the environments they can see e.g. school building/home use, school field/nursery playground.</p> <p>Notice features and job roles within our school.</p> <p>Play with small world models and floor mats. Begin to use positional</p>	<p>school and its surroundings – discuss similarities and differences.</p> <p>Observational walk to R. Manor and to local park. Talk about similarities and differences between places in the locality e.g. between park/school and High Street? Include people roles, (visits to school e.g. police)</p> <p>Discuss weather, environment and people in stories from around the world.</p>	<p>with an area in a contrasting Country in the world (Woodland Ruislip Lido and the Arctic desert). Looking at the environment. Focus more on physical features for similarities.</p>	<p>Debate about which place would be more ideal for us to live in, by comparing human and physical features.</p>	<p>World.</p> <p>Increase of population of Ruislip Manor over time (linked with history), and how this has affected the physical and human geography of the local area.</p>	<p>country, and Egypt.</p> <p>Understand geographical similarities and differences of parts of Britain where Vikings settled and lived, examining how they have changed over time.</p>	<p>differences between different cities and towns around the UK (Eg coastal towns and urban cities)</p> <p>Locate and plot different religious pilgrimages around the World.</p>	<p>area and how the land was used during WW2. Investigate where bombs were dropped in cities across the UK and around Ruislip and why these areas may have been targeted.</p>
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	language (see Vocabulary list).							
HUMAN AND PHYSICAL GEOGRAPHY	<p>Talk about similarities and differences within the school EG: quad and classroom.</p> <p>Talk about similarities and differences in the locations from stories and photos, including holiday photos.</p>	<p>Role play about different occupations and their work space, through Small World and stories.</p> <p>Creating a contrasting locality with creatures and play people and other resources, linked to stories. Talking about similarities and differences.</p>	<p>Record seasonal weather changes across the year in England and identify/record significant contrasting weather patterns across the UK.</p> <p>(Begin to link to knowledge of North and South)</p> <p>Weather-where in the world is cold?</p> <p>Arctic and Antarctic deserts</p> <p>North and South Pole and equator.</p> <p>Link at least 2</p>	<p>Weather-where in the world is hot? Where in the world is cold? (explorers)</p> <p>Continents and the placement of them in regard to the equator.</p>	<p>Describe and understand key aspects of: <u>Physical Geography</u> including Rivers and the simple water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types. Exploring simple climate zones.</p> <p><u>Human Geography</u> including comparing stone age settlements, Africa and the local area. Comparing rural</p>	<p>Describe and understand key aspects of: <u>Physical Geography</u>, including: coasts, rivers and climate zones, <u>Human Geography</u> including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Types of settlements in</p>	<p>Describe and understand key aspects of : <u>Physical Geography</u> including the water cycle including transpiration; biomes and vegetation belts Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Human Geography</u></p>	<p>Describe and understand key aspects of : <u>Physical Geography</u> including Volcanoes, mountains and earthquakes, looking at plate tectonics and the ring of fire, river, moors and cities.</p> <p><u>Human Geography</u> including the impact of population and/or other human geography features on natural disasters occurrences around the World.</p>

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			<p>compass points to world map - directions from UK etc.</p> <p>Using photographs and stories to talk about physical features of the UK making it an island.</p>		<p>and urban areas, including land use, trade links and house types.</p>	<p>Viking, Saxon Britain linked to History. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>including trade between UK and Europe and the rest of the World.</p> <p>Investigate climate and how the Mediterranean climate effects agriculture.</p> <p>Fair/unfair distribution of resources</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Distribution of natural resources focussing on energy.</p>
GEOGRAPHICAL SKILLS AND FIELDWORK	<p>Weather map, map of the nursery (group time, toilets, playground), Come Outside (aerial views), car</p>	<p>Beebots (cross curricular - coding), Rosie's Walk, BusyThings, map of stories (Three Billy Goats Gruff), treasure maps outside,</p>	<p>Lido map, route to the churches, 3D class map (DT link), google map of Ruislip Manor, Windsor Castle and Corfe Castle, UK and relation to the world,</p>	<p>Maps of London (history link), draw own map of Ruislip Manor and contrasting area with keys on maps. Introduce World Map, draw own map,</p>	<p>Use maps, atlases, globes and digital/computer mapping (EG Google Earth) to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features</p>

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	<p>maps on rugs, playground.</p> <p>Field work - Around the school, making observations of the area, including weather, through the study of the school and its grounds, defining certain areas using vocabulary such as best/worst/green etc.</p>	<p>distance (maths link), route of local walk, walk to school week, rainforest located on map, world diversity looking at maps, Barnaby bear, Dora the Explorer,</p> <p>Using everyday language to talk about positions and distance to solve problems. Describing position such as behind or next to.</p> <p>Fieldwork - Areas of Ruislip Manor</p> <p>Make observations and record/represent these through sketches and simple route</p>	<p>comparison of Lido maps (history link), keys on maps, fantasy map, story maps.</p> <p>Locational and directional language, including at least 2 compass points, to describe the location of features and routes on a map.</p> <p>Field work - Ruislip Lido/Woods, Ruislip Manor</p> <p>Make observations/sketches/plans/maps.</p> <p>Make observations of</p>	<p>compass points, look at atlases and globes, google maps/earth, coordinates in maths and coding.</p> <p>Can I 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>Learn the four points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Map Week)</p> <p>Use fieldwork to observe and record the human and physical features in the local area (High Street) using a range of methods, including sketch</p>	<p>Learn the eight points of a compass, four-figure grid references. (Map Week)</p> <p>Use fieldwork to compare the human and physical features in the local area with Roman towns (Verulamium) Chd to observe and record using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>features studied</p> <p>Use the eight points of a compass, 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. (Map Week)</p> <p>Use fieldwork to compare the human and physical features with that area and their local area - features including; rivers, mountains, beaches, vegetation to</p>	<p>studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, and record (through photos) the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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		<p>maps etc.</p> <p>Make observations of the weather through the study of the school in different seasons, and its grounds, defining certain areas using vocabulary such as warm/cold/dirty/clean etc.</p>	<p>the weather through the study of the school and its grounds, defining certain areas using vocabulary such as bright/dull/neglected/cared for, etc.</p>		<p>maps, plans and graphs, and digital technologies.</p>		<p>towns, villages, farms and cities, coastlines and erosion.</p> <p>Chd to observe, measure and record using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
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