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| **All Saints’ C of E School****Geography Progression in skills Foundation Stage – Year Six** |
| **Foundation Stage** |
| **\* Children know about similarities and differences in relation to places, objects, materials and living things.** **\* They talk about the features of their own immediate environment and how environments might vary from one another.** |
| **Location Knowledge**\* Observe, find out about and identify features in the place they live and in the natural world.\* Find out about their environment and talk about those features they like and dislike. \* Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ’church’ and ‘shop’, to help children make distinctions in their observations. \* Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.  |
| **Place Knowledge**\* They know that other children don’t always enjoy the same things, and are sensitive to this.\* They know about similarities and differences between themselves and others, and among families, communities and traditions.\* Observe and identify features in the place they live and the natural world. \* Talk about features. \* Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. \* Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’. |
| **Enquiry and skills****Human and Physical Geography**\* They make observations of animals and plants and explain why some things occur, and talk about changes. \* They know about similarities and differences between themselves and others, and among families, communities and traditions.\*Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.\* Identify seasonal patterns – focusing on plants and animals.\* Explore their local environment and talk about the changes they see. \* Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.  |
| **Geographical skills and fieldwork.**\* They talk about the features of their own immediate environment and how environments might vary from one another. \* They make observations of animals and plants and explain why some things occur, and talk about changes.\* Observe and identify features in the place they live and the natural world.\* Find out about their environment and talk about features they like and dislike. \* Examine change over time including weather and seasonal changes.\* Pose carefully framed open-ended questions, such as “How can we?” or “What would happen if?” |
| **Year One** | **Year Two** |
| **Location Knowledge General geographical knowledge, position and significance, UK and Global** |
| **N.C: North and South Poles, Equator, 4 Compass points NSEW, Locational language, name & locate: 7 continents & 5 oceans. Name, locate, and identify: 4 countries and capitals of UK & surrounding seas.** |
| * I know the four compass points NSEW
* I know what a continent is and I know I live in Europe.
* I can name, locate and identify the countries and capitals of the UK.
 | * I know where in the world the North and South Poles and Equator are.
* I can identify, name and locate the 7 continents
* I can name, locate and identify the 5 oceans.
* I can name, locate and identify the seas surrounding the UK
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| **Place Knowledge:** Simple comparisons and contexts |
| **N.C. Local scale study UK & Non - European country. Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles** |
| * I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine)
* I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied).
* I can talk about and describe my locality.
 | * I can describe some differences between places near the equator and at the poles.
* I can compare places at a local scale (e.g. where I live and another place at a similar scale in a non-European country).
* I recognise and describe simple patterns in the environment (e.g. the variations in traffic during the day, seasonal changes).
* I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.
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| **Enquiry and Skills:** Enquiry, mapping, fieldwork, critical thinking, vocabulary |
| * Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
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| * **N.C. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, and devise basic symbols, Fieldwork, geographical vocabulary.**
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| * I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world)
* I can investigate my locality through fieldwork and make simple observations.
* I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there).
* I can ask and answer some questions to help me investigate.
 | * I can use atlases, maps and globes to identify and describe some features and places.
* I can make and use simple maps and plans (paper and digital) to help me investigate and compare places.
* I can use aerial images to help me describe what a place is like and locate key features.
* I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information).
* I can investigate my locality through fieldwork and collect data to help me describe and compare places.
* I can use geographical vocabulary to ask and answer questions about places and give my opinion.
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| **Year Three** | **Year Four** |
| * Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; The location and main human and physical features of North America
* Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; Understand the term ‘climate zones’ and identify some differing ones. Touch upon global warming and its implications.
* Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones; and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres).
* Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.
* Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.
* Understand the difference between the Northern and Southern hemisphere.
* Human geography including trade between UK and Europe and ROW.
* Fair/unfair distribution of resources (Fairtrade).
* A focus on biomes: A **biome** is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, and Tropical Rain Forest.
* Identify where some of these are on the world map.
* Focus in particular on the biomes of Antarctica and on the Amazon rainforest.
 | * 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);
* 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; interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;
* How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
* How some human beings have adapted to life in the rainforest and the Amazon.
* The location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
* ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
* The location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
* Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
* 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
* 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;
* 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)
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| **Year Five**  | **Year Six** |
| \*Compare a region of the UK with a volcanic region of Italy e.g. Sicily. Identify similarities and differences between this region and a region of the UK.Study of volcanoes – causes, effects etc. Do a short study of the Pacific Ring of Fire and compare to Sicily.**\*Locate places in the world** where volcanoes occur.\*Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts.**\*Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption.**\*Ask and answer questions** about the effects of volcanoes.**\*Discuss** how volcanoes affect human life e.g. settlements and spatial variation.\*In Science, when looking at night and day, look at the Prime/Greenwich Meridian and time zones.\*Identify longest rivers in the world, largest deserts, and highest mountains.Compare with UK.\*Locate and name the countries making up the British Isles, with their capital cities.\*Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.* the key elements and features of a river;
* the key elements of the water cycle;
* the names of – and key information on – the world’s main rivers;
* basic ideas about flood management;
* the main features and causes of volcanoes and earthquakes;
* as well as core knowledge about mountains, volcanoes, earthquakes, etc.;
* how people can respond to a natural disaster, such as an earthquake;
 | Compare a region of the UK with a volcanic region of Italy e.g. Sicily. Identify similarities and differences between this region and a region of the UK.Locate and name the countries making up the British Isles, with their capital cities.* 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;
* 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;
* 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;
* Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.

By the end of Year 6, children should be *able to:** interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
* use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
* 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;
* use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
* Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.
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