

## Geography Progression of Skills

Leadership	Journeys/ Migration	Civilisation/ Settlements	Legacy	Climate
	<b>Investigate locations and places</b> <i>Location: Position on earth of a place or thing</i> <i>Place: the physical and human features that give locations their unique character</i>	<b>Investigate patterns</b> <i>The way in which physical and human features are spread out over the Earth's surface</i>	<b>Communicate geographically</b> <i>Increasingly confident and appropriate use of subject vocabulary, geographical terms and language.</i>	<b>Investigate interactions</b> <i>The impact of human and physical processes on each other and on the Earth</i>
FS	Talk about and describe the features of their own environment and any they may have visited around the world.	Talk about simple similarities and differences between environments they have experience of. Begin to investigate our <b>climate</b> .	Begin to use geographical language in discussions. Explain why people might want to go on <b>journeys</b> .	Talk about what is happening in our local <b>settlement</b> – for example, recycling, building new homes, farming.
Year 1/2	Use maps, atlases and globes to identify the position of the UK in relation to the world. Name the four countries, capitals and its surrounding seas. Use a variety of sources to name and locate the seven continents and the five major oceans of the world. Explore key features of <b>settlements</b> Study their local settlement's physical and human features and compare it to <b>settlements</b> around the world. Make links and comparisons with towns, cities, coasts and rural areas around the UK and world.	Investigate seasonal and daily weather patterns in their local area and understand the terms <b>climate</b> and weather. Explore the <b>climate</b> of hot and cold areas of the world in relation to the Equator and the North/ South Poles. Study the geographical similarities and differences of areas in the UK and other countries around the world. Identify land use around the school and compare to how other countries use their land.	Use basic geographical vocabulary to refer to key physical features and key human features of <b>settlements</b> . Use 4-point compass directions and locational language to identify features on a map and visualise a <b>journey</b> on a map. Use aerial photographs and plan perspectives to describe a location's features. Devise simple maps using symbols in a key and use simple grid references. Carry out simple fieldwork and observational skills to communicate their understanding of a geographical location.	Ask and answer geographical questions such as: What is this <b>settlement</b> like? What or who will I see in this place? What impact have <b>leaders</b> had on this location? How does the <b>climate</b> affect this place? Discuss the location of the school and its connections within the community. Describe how the local area has changed over time. Explore <b>migration</b> and how this creates diversity in the UK – why do people migrate?
Year 3/ 4	Name and locate countries of Europe and explore their main physical and human characteristics, environmental regions and major <b>settlements</b> . With reference to the geographical regions of the UK, identify human/ physical characteristics and key topographical features. Explore areas using a variety of information sources.	Describe <b>climate</b> and patterns in the UK and other European <b>settlements</b> . Explore the wider local area and understand how land use patterns, human/ physical characteristics and topographical features within the UK have changed over time.	Use fieldwork to observe, measure and record the human/ physical features in the wider local area using a range of methods. Use digital technologies to explore <b>settlements</b> and <b>climate</b> in both the UK and the wider world. Use OS maps to build knowledge and use 4-figure grid references and 8-point compass to support description and locational language.	Discuss issues such as: Why has there been so much change over time in Reading? e.g. increase in building work; change in infra-structure. What impact do humans have on the world's physical geography? What are <b>leaders</b> doing to change the impact we have? What environmental impact do the <b>journeys</b> that we take/ tourism have?
Year 5/6	Name, locate and describe countries in North and South America and their major <b>settlements</b> Describe physical/ human characteristics of a variety of places in the wider world using geographical terms and vocabulary.	Analyse and contrast geographical patterns in the <b>settlements</b> and regions in the UK, North America and South America. Evaluate the geographical and <b>climatic</b> significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, & time zones.	Confidently use the 8-point compass, 6-figure grid references, symbols and keys to communicate knowledge of the world. Use more complex terms and vocabulary linked to physical/ human geography. Justify opinions and ideas about <b>migration</b> and changes in <b>climate</b> using appropriate terminology. Support conclusions with evidence and a variety of sources of information. Describe the <b>legacy</b> that we wish to have on our world.	Explore economic activity, distribution of natural resources, climate zones, biomes and vegetation belts around the world. Identify the effects of natural disasters and how <b>civilisations</b> survive them. Describe the impact of all of the above on people, places and the environment. Explain some of the reasons for the changes that are happening in locations around the world. Evaluate how world <b>leaders</b> are impacting change on our environment.