

Ropery Walk Geography Progression of Knowledge and Skills

NC Strand <i>Golden threads</i>	Reception	Year 1	Year 2	Lower KS2	Upper KS2
Locational knowledge	<p>Identifying land and water on a map or globe.</p> <p>Making observations about the characteristics of places in stories, photographs or the local area.</p> <p>To know some vocabulary to describe different bodies of water.</p> <p>To know the name of their school and the place that they live is Seaham.</p> <p>To know some vocabulary to describe the characteristics of different places.</p>	<p>Locating and naming some of the world's seven continents on a world map.</p> <p>Locating and naming some of the world's oceans on a world map.</p> <p>Showing on a map the continent of Europe.</p> <p>To know that a continent is a group of countries.</p> <p>To know that an ocean is a large body of water.</p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Showing England on a map and locating its capital city.</p> <p>To know that the UK is short for 'United Kingdom'.</p>	<p>Locating and naming the world's seven continents on a world map.</p> <p>Locating and naming the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest Europe.</p> <p>Locating the surrounding seas and oceans of the UK on a map.</p> <p>Locating the capital cities of the four countries of the UK on a map and identifying human and physical features.</p> <p>Showing the town of Seaham on a map compared to London.</p> <p>To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To know that a capital city is the city where a country's government is located</p>	<p>To know where North and South America are on a world map.</p> <p>To locate and know the names of some countries and major cities in Europe and North and South America.</p> <p>Locating some key human and physical features in countries studied on a map including significant environmental regions.</p> <p>Naming and locating the world's most significant mountain ranges and volcanoes on a world map and identifying any patterns.</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>Naming and locating some of the world's most significant rivers and identifying any patterns.</p> <p>To know that climate zones are areas of the world with similar climates and know the world's different climate zones.</p> <p>To know that biomes are areas of world with similar climates, vegetation and animals and to know the world's biomes.</p> <p>To know vegetation belts are areas of the world which are home to similar plant species.</p> <p>Locating some local counties and cities to Seaham.</p> <p>Identifying key physical and human characteristics of counties, cities and geographical regions in the UK.</p> <p>Beginning to name and locate the twelve geographical regions of the UK.</p> <p>To know the main types of land use and some types of settlement.</p>	<p>Locating and naming more countries in Europe and North and South America using maps.</p> <p>Locating major cities of the countries studied.</p> <p>Locating and naming key physical and human features in countries studied on a map.</p> <p>Identifying significant environmental regions on a map.</p> <p>To name and describe some of the world's vegetation belts.</p> <p>Locating and naming many counties and cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use and a locality has changed over time, giving examples of both physical and human features.</p> <p>To know that London and the South East regions have the largest population in the UK.</p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe</p>



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				<p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>To know lines of longitude are invisible lines on the globe that show how far east or west a location is from the Prime Meridian.</p> <p>To know lines of latitude are invisible lines on the globe that show how far north or south a location is from the Equator.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p>	
Place knowledge	<p>Discussing how environments in stories and images are different to the environment they live in.</p> <p>To know that there are differences between places in England and places in other countries.</p>	<p>Naming some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Naming some key differences between Seaham and a small area of a contrasting non-European country.</p> <p>Recognising that life in other countries has similarities and differences.</p>	<p>Describing some key similarities and differences between Seaham and a small area of a contrasting non-European country.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p>	<p>Describing and beginning to explain similarities and differences between two regions studied.</p> <p>Describing how and why humans have adapted in different ways to their local environments.</p> <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>To know the positive and negative effects of living near a volcano.</p> <p>To know how people can respond to earthquakes.</p>	<p>Describing and explaining similarities and differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore trade.</p> <p>To compare the UK to a European mountain region.</p>
Human and physical geography	<p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season and know some characteristics.</p>	<p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in Seaham.</p>	<p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to</p>	<p>Mapping and labelling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p>	<p>Describing and understanding the key features of the world's biomes.</p> <p>Describing and understanding the key features of the world's climate zones.</p>

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	<p>Observing and discussing the effect the changing seasons have on the world around them.</p> <p>Making observations about the features and characteristics of places.</p> <p>To know some vocabulary to describe different bodies of water.</p> <p>To know some vocabulary to describe the key characteristics of different places.</p>	<p>To know the four seasons of the UK.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict the weather.</p> <p>To know that weather conditions can be measured and recorded.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that human features means any feature of an area that was made or built by humans.</p> <p>To recognise physical and human features in Seaham.</p>	<p>the Equator and the North and South poles.</p> <p>To know that the Equator is an imaginary line around the middle of the Earth and is closer to the sun.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by their location.</p> <p>Describing the key physical and human features of a coast and to know that they change over time.</p> <p>To know some key human and physical features of the UK.</p> <p>Describing and understanding the differences between a city, town and village.</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p>	<p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur and knowing their impact.</p> <p>To know about the process of the water cycle.</p> <p>To know the key features and journey of a river.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know the world's biomes and climate zones and know this can influence foods able to grow.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why different locations have different human features and why people might prefer to live in an urban or rural place.</p> <p>Describing the impact of humans on a place.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the threats to the rainforest.</p> <p>To know that about fair trade.</p> <p>To know that the UK grows food locally and imports food from other countries.</p>	<p>Understanding some of the impacts and causes of climate change and sharing viewpoints and solutions around environmental issues.</p> <p>Describing the distribution of vegetation belts in relation to biomes, climate and weather.</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To know why the ocean is important.</p> <p>Describing and understanding economic activity including trade links.</p> <p>Considering why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region and that they can be used to make energy.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining the positive and negative impact of human activity.</p>
Geography skills and fieldwork	<p>Ask and answer simple questions about the world around them.</p> <p>Observing features in the school grounds.</p>	<p>Asking and answering simple questions about the school grounds.</p> <p>Drawing some of the features they notice in the school grounds on a simple sketch map.</p>	<p>Discussing and sorting the physical and human features they see in the local area.</p> <p>Asking and answering simple questions about human and physical</p>	<p>Beginning to choose the best approach to answer an enquiry question.</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Planning data collection to answer an enquiry-based question.</p>	<p>Developing their own enquiry questions and choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys.</p> <p>Selecting appropriate methods for data collection.</p>

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<p>Recording some of the features they notice in the school grounds.</p> <p>Beginning to share their likes and dislikes about a place.</p> <p>Looking and talking about simple maps of places and recognising some features.</p> <p>Beginning to use some directional language.</p> <p>Drawing their own map of a place.</p>	<p>Using simple recording techniques to express their likes and dislikes about a place.</p> <p>Using an atlas to locate the UK and its four countries.</p> <p>Beginning to use an atlas or map to locate the four capital cities of the UK.</p> <p>Using a world map or globe to locate some of the world's continents.</p> <p>Using an atlas to locate some of the world's oceans.</p> <p>Using directional language to describe the location of objects in the school grounds or to describe features on a map.</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Beginning to use the compass points.</p> <p>Recognising local landmarks on aerial photographs.</p> <p>Recognising basic human and physical features on aerial photographs.</p> <p>Drawing a simple sketch maps using simple pictures, colours or symbols to</p>	<p>features of the area surrounding their school grounds.</p> <p>Collecting quantitative data through a small survey to answer an enquiry question.</p> <p>Taking photographs of geographical features in Seaham.</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate the world's continents.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p> <p>Using locational language and the compass points to describe the location of features or a route on a map.</p> <p>Using locational language and the compass points to plan a route in the playground or school grounds and following the map.</p>	<p>Observing, recording, and naming geographical features in their local environments.</p> <p>Recording observations by making annotated sketches, maps or taking photographs during fieldwork.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved.</p> <p>Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and digital mapping to locate countries.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in some countries.</p> <p>Using scale on a map to estimate distances.</p> <p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to locate features using the 8 points of a compass.</p> <p>Using a simple key on their own map to show an example of both physical and human features.</p> <p>Following a route on a map with some accuracy and using directions.</p> <p>Labelling some features on an aerial photograph and then locating these on an OS map.</p>	<p>Beginning to use Geographical Information Systems.</p> <p>To identify and mitigate potential risks during fieldwork.</p> <p>To use drawings, graphs, presentations and digital technologies when communicating geographical information.</p> <p>Analysing data and drawing conclusions about an enquiry using findings from fieldwork.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in some countries.</p> <p>Identifying, analysing and asking questions about features on maps.</p> <p>Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes.</p> <p>Following a short pre-prepared route on an OS map and identifying the 8 compass points.</p>
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