

Progression of skills - Geography

	Pre-Encounter	Encounter	Engage	Participate	Foundation	Developing	Assured
Location Knowledge	<ul style="list-style-type: none"> I can travel short distances to transition between activities I can comment on aspects of my familiar world such as the place where I live or the natural world using words, symbols or images I can experience new places 	<ul style="list-style-type: none"> I can move around and find areas in familiar environments with minimal support I can name different rooms/ places in familiar environments I talk about similarities and differences in relation to places, objects, materials, and living things 	<ul style="list-style-type: none"> I can recognise similarities and differences in my immediate environment I can name the countries making up the British Isles, with their capital cities I can locate four counties which make the British Isles and know the main river running through each country I can ask questions about the weather and seasons I can observe and record 	<ul style="list-style-type: none"> I can name the surrounding areas of the United Kingdom I can use a globe to locate and name the continents of the world I can locate and label the five oceans 	<ul style="list-style-type: none"> I can use maps to locate the countries of Europe I can locate the countries in Europe, concentrating on their environmental regions I can locate countries in Europe, concentrating on their key physical and human characteristics I can locate the major cities in the UK I can identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. I can identify the position and significance of Equator, N and S Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> I can locate and label different countries/ continents in the northern and southern hemisphere I can raise questions about the different hemispheres and make predications on how they think life will be different in the two hemispheres I can study the land-sea patterns of an area of the UK and linked to an area I am studying and say how these have changed over time 	<ul style="list-style-type: none"> I can use maps to locate the countries of North America I can use maps to locate countries of South America I can locate the countries in South America, concentrating on their environmental regions I can locate the countries in South America, concentrating on their key physical and human characteristics I can locate the major cities in South America
Place knowledge	<ul style="list-style-type: none"> I look for dropped or hidden objects I know that things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing I can match parts of two related objects e.g. put a lid on a teapot 	<ul style="list-style-type: none"> Notices detailed features of objects in their environments Can talk about some of the things they have observed such as plants, animals, natural, and found objects. 	<ul style="list-style-type: none"> I can talk about the features of my own immediate environment and how environments might vary from one another I can talk about where I live I can compare England with a contrasting country in the world (Barnaby bear/ class bear) I can use basic geographical vocab when describing a place. E.g. city, town, village, factory, farm, house and shop 	<ul style="list-style-type: none"> I can compare a local city/ town in England with a contrasting city in a different country by asking and answering geographical questions (non-European country focussing on islands and sea sides) 	<ul style="list-style-type: none"> I can study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom I can compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. 	<ul style="list-style-type: none"> I can study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe 	<ul style="list-style-type: none"> I can study the geographical similarities and differences through the study of human and physical geography of a region of the unites kingdom and a region in South America

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Human and physical geography	<ul style="list-style-type: none"> I can closely observe what animals, people and vehicles do I can collect and interact with natural objects I can identify sounds in the environment I can experiment with comparison e.g. disregarding unrelated objects (modelling similarities + differences) 	<ul style="list-style-type: none"> I can notice and comment on one difference and one similarity between plants/animals I can sort plants, animals and objects by criteria I can look closely at similarities and differences, patterns and change 	<ul style="list-style-type: none"> To make observations of the environment and explain why some things occur and talk about changes Weather- where in the world is hot, where in the world is cold. Discussing in relation to the equator Seasons- how they change Comparing a farm with the seaside I can express opinions about the seasons and relate the changes to change in clothing and activities e.g. winter- coat, summer-t-shirts 	<ul style="list-style-type: none"> Weather- where in the world, where in the world is cold. Discussing in relation to the equator and the North/ South poles Weather in the UK- Identify patterns Hot in summer start to look at why patterns are starting to become less common due to global warming. Compare two British localities Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features: beach, cliff, coast, forest, hill, mountain, sea, river, soil valley etc. Key human features: city, town, village, factory, farm, house, port, harbour, shop etc. 	<ul style="list-style-type: none"> I can describe and show an understanding of the climate zones of the key places I study I can describe and show an understanding of earthquakes I can describe and show an understanding of volcanoes I can study maps to make assumptions about the different areas of Europe. E.g. using map keys to identify mountainous areas I can study the economic activity, including trade links I can discuss the types of settlement in Early Britain linked to History. Why did people choose to settle there? 	<ul style="list-style-type: none"> I can use and explain the term 'climate zone' and identify them I can ask questions and find out what acts the climate Use maps to identify different climate zones I can discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area I can ask questions about global warming and discover the cause of it and research the implications I can reach reasoned and informed solutions and discuss the consequences for the future. 	<ul style="list-style-type: none"> I can understand the term 'biomes' I can use knowledge of this term to make suggestions for places in the world which may be biomes I can use maps to locate areas they think may be biomes e.g. very green areas could be rainforest, flat and pale could be deserts et. Defend reasoning using knowledge of maps I can explain the distribution of natural resources, including energy I can study the food, minerals and water of key places
Geography skills and FW	<ul style="list-style-type: none"> I can remember where objects belong I can explore small world models I can show an awareness of the use of objects and tools such as gardening tools, measuring tools (formal or informal) I can follow positional language instructions 	<ul style="list-style-type: none"> I can play purposefully with small world models such as farm, a garage, or a train track I can use positional and directional language I show care and concern for living things and environmental care 	<ul style="list-style-type: none"> I can use everyday language to talk about positions and distance to solve problems. Can describe my relative position such as behind or next to I can use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features I can use fieldwork to observe, measure and record the human and physical features in the local area / school environment using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> I can use maps, atlases, aerial photographs, globes and digital/ computer mapping (Google Earth) to locate countries and describe features I can devise a simple map and use / construct a basic key I can use four points of a compass to build my knowledge of the United Kingdom and where Stockport is in relation to the rest of the British Isles 	<ul style="list-style-type: none"> I can use maps/ atlases/ digital or computer mapping (google earth) to locate countries and describe features studied I can use the four points of a compass to build my knowledge of the United Kingdom and the wider world I can use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> I can use the four and six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world I can use ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> I can use atlases to locate countries and describe features studied I can use digital and computer mapping to locate countries and describe features studied I can use more complex ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world