

St Mary and St Michael Geography Skills Progression Map based on Chris Quigley Curriculum

EYFS	Milestone 1 KS1	Milestone 2 LKS2	Milestone 3 UKS2
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts, photographs and maps Raise awareness of features in the setting and immediate local area Go on walks in the area immediately around the school and talk about the features they pass and then re trace those routes on other occasions pointing out features which are familiar or new to them. Find out about the environment by examining photographs, simple maps and visiting local places Use aerial images and plans of EYFS playground to recognise and locate features <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> Explore the natural world around them making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non- European country. Identify seasonal and daily weather 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Milestone 2</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe 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. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Milestone 2</p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some of the 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Milestone 3</p> <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Milestone 3</p> <ul style="list-style-type: none"> Recap the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic

<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Recognise and explain some similarities and differences between life in this country and life in other countries • Recognise some environments that are different to the one in which they live • Experience different weather conditions and the impact on the environment <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, caves, weather. • key human features, including: postbox, lamppost, traffic lights, farm, house, church, office and shop. • Devise a simple map; and use and construct basic symbols in a key • Use toy vehicles, people and animals on large floor playmat maps, using roads and paths with town and country features 	<p>patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> • Identify land use around the school. <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p> <p>Milestone 1</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>characteristics of these geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p> <p>Milestone 2</p> <ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>Circle (Milestone 2)</p> <ul style="list-style-type: none"> • Identify time zones • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p> <p>Milestone 3</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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