



Compassion - Courage - Forgiveness - Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Geography skill progression document

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and location	<p>Know the layout of the school.</p> <p>Know what town or village they live in.</p> <p>Year A: What makes our area, our area?</p>	<p>Name and locate nearest local town/ large village – Manningtree</p> <p>Year A: What makes our area, our area?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Year B: What makes our country, our country?</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Identify where Skara Brae (Stone Age settlement) is in Scotland.</p> <p>Year A: What was it like to live in the Stone Age?</p> <p>Identify where Stonehenge is in England.</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Name and locate the world’s seven continents and five oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Locate and name the main counties and cities in England.</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand</p>	<p>Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities</p> <p>Year A: Time for Climate Change?</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Year A: Time for Climate Change?</p> <p>Identify where Skara Brae (Stone Age settlement) is in Scotland.</p> <p>Year A: What was it like to live in the Stone Age?</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Year B: What’s occurring in Mistley Norman?</p> <p>Identify the position and significance of latitude/ longitude and the Greenwich Meridian.</p> <p>Year B: Earth and Space (Science)</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features</p>	<p>Compare a region in UK with a region in N. or S. America (Asia: India) with significant differences and similarities.</p> <p>Year B: Would I like to live in India?</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/ Oceania.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Year B: Would I like to live in India?</p> <p>Year B: What’s occurring in Mistley Norman?</p>



Compassion - Courage - Forgiveness - Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery

Geography skill progression document

			<p>Year A: Time for Climate Change?</p>	<p>how some of these aspects have changed over time. Year B: What makes the United Kingdom unique?</p> <p>Identify where Skara Brae (Stone Age settlement) is in Scotland. Year A: What was it like to live in the Stone Age?</p> <p>Identify where Stonehenge is in England. Year B: What makes the United Kingdom unique?</p>	<p>Identify where Stonehenge is in England. Year B: What makes the United Kingdom unique?</p>	<p>have changed over time. Year A: Why has our country changed?</p> <p>Year B: What's occurring in Mistley Norman?</p> <p>Year B: Would I like to live in India?</p>	
--	--	--	--	---	---	--	--



Compassion - Courage - Forgiveness - Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Geography skill progression document

<p>Physical</p>	<p>Know that different places around the world have different weathers and that these impact on physical geography. Year A: Whatever's the Weather? Year B: What would it be like to live in another country?</p>	<p>Identify seasonal and daily weather 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. Year A: Whatever's the Weather? Year B: What would it be like to live in another country?</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Year A: Time for Climate Change? <p>Know that the world's climate is changing over time. Year A: Time for Climate Change?</p> <p>Explore the concept of volcanoes, linked to Roman topic. Year B: What did the Romans ever do for us?</p> </p>	<p>Describe and understand vegetation belts/regions (https://www.nationalgeographic.org/encyclopedia/vegetation-region), including their location. Year A: Time for Climate Change? <p>Describe and understand climate zones, especially in relation to climate change. Year A: Time for Climate Change?</p> <p>Understand and explain the formation of volcanoes, linked to Roman topic. Year B: What did the Romans ever do for us?</p> </p>	<p>Describe and understand biomes, including their location. (https://www.nationalgeographic.org/encyclopedia/biome) Year A: Time for Climate Change? Year B: What makes the United Kingdom unique? <p>Understand and explain the formation and potential consequences of volcanoes, linked to Roman topic. Year B: What did the Romans ever do for us?</p> </p>	<p>Understand the formation of landscapes and environments. Year A: Why has our country changed? Year B: What's occurring in Mistley Norman? Year B: Would I like to live in India? <p>Describe, understand and compare parts of the world studied by using key aspects of physical geography studied in previous years, including: climate zones, biomes and vegetation belts, rivers, mountains. Year B: Would I like to live in India?</p> </p>	<p>Identify and describe how the physical features affect the human activity within a location. Year A: Why has our country changed? Year B: What's occurring in Mistley Norman? Year B: Would I like to live in India? <p>Explain how countries and geographical regions are interconnected and interdependent. Year B: Would I like to live in India?</p> </p>
------------------------	--	--	--	--	---	--	--



Compassion - Courage - Forgiveness - Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Geography skill progression document

<p>Human</p>	<p>Identify common places or services such as shops, homes, schools or hospitals that might be found in nearby. Year A: What makes our area, our area?</p> <p>Know that different places around the world have different weathers and that these impact on human geography. Year B: What would it be like to live in another country?</p>	<p>Identify common places or services such as shops, homes, schools, hospitals that might be found in a settlement, and what type of services Mistley / Manningtree don't have and why. Year A: What makes our area, our area?</p>	<p>Understand what the main causes of climate change are – that humans are impacting on physical features/ environment. Year A: Time for Climate Change?</p> <p>Explore different solutions to reducing/slowing down climate change. Year A: Time for Climate Change?</p> <p>Identify how land is used locally. Year B: What makes the United Kingdom unique?</p>	<p>Identify how land is used locally and across the UK, and how the climate can change this over the course of the year. Year B: What makes the United Kingdom unique?</p>	<p>Identify how land is used locally and across the UK, and how the climate can change this over the course of the year, including unpredictable or sudden changes such as snow. Year B: What makes the United Kingdom unique?</p>	<p>Be able to identify locality of countries that used to be part of the British Empire, especially India, and that have contributed to changes in the above. For example, the cotton producing countries and the cotton trade, tea and coffee producing countries and associated trade and world cuisine. Year B: Would I like to live in India?</p> <p>Develop knowledge about London, its people, resources and natural and human environments. Have a curiosity and fascination about our capital city and its people that will remain with them for the rest of their lives. Year A: What makes London special?</p>	<p>Use appropriate geographical language to discuss human geography, including: types of settlement and land use, economic activity including trade links (or difficulties – US to UK or UK to Malta, in case of WW2 study), and the distribution of natural resources including energy, food or minerals. Year B: Would I like to live in India?</p> <p>Year B: What's occurring in Mistley Norman?</p> <p>Understand the formation, transformation (eg. flooding of Holland in WW1) and human use of landscapes and environments. Year A: What makes London special?</p>
---------------------	---	--	---	--	--	--	---



Geography skill progression document

						<p>Use appropriate geographical language to discuss human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food or minerals.</p> <p>Year A: Why has our country changed?</p> <p>Year B: Would I like to live in India?</p>	
Fieldwork	<p>Use locational language (eg. near and far) to describe the location of places.</p> <p>Year A: What makes our area, our area?</p> <p>Devise a simple map.</p> <p>Year A: What makes our area, our area?</p>	<p>Use compass directions (north, south, east and west).</p> <p>Devise a simple map; use and construct basic symbols in a key.</p> <p>Year A: What makes our area, our area?</p> <p>Year B: What would it be like to live in another country?</p> <p>Use simple grid</p>	<p>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.</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Use the eight points of the compass.</p>	<p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Create a simple scale drawing of a journey.</p>	<p>Collect, analyse and communicate with a range of data.</p> <p>Year A: Time for Climate Change?</p> <p>Year B: What makes the United Kingdom unique?</p> <p>When mapmaking, recognise and use OS map symbols, including completion of a key.</p> <p>Year B: What makes the United Kingdom unique?</p>	<p>Use maps, photographs etc. to produce plans of the village or area to be visited, in the case of London.</p> <p>Year A: What makes London special?</p> <p>Use ordnance survey maps and compasses to navigate.</p> <p>Year A: What makes London special?</p>	<p>Use field work skills to devise a question to be investigated on location: traffic surveys, pedestrian levels, hierarchy of services etc.</p> <p>Year B: What's occurring in Mistley Norman?</p> <p>Use four to six figure grid references, alongside compass and bearing guidance.</p>



Compassion - Courage - Forgiveness - Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Geography skill progression document

		<p>references to describe (eg. A1, B1).</p> <p>Year A: What makes our area, our area?</p>	<p>Year B: What makes the United Kingdom unique?</p> <p>Make a map of a short route experiences, with features in current order</p> <p>Year B: What makes the United Kingdom unique?</p>	<p>Use standard symbols when map making, and understand the importance of a key.</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Use four figure grid references.</p> <p>Year B: What makes the United Kingdom unique?</p>	<p>Use four figure grid references, combined with compass directions.</p> <p>Year B: What makes the United Kingdom unique?</p> <p>Use degrees and a compass to describe direction or bearing.</p> <p>Year A: What makes London special?</p> <p>Year B: What's occurring in Mistley Norman?</p>	<p>Year B: What's occurring in Mistley Norman?</p> <p>Sketches used to accurately record what is seen.</p> <p>Year A: What makes London special?</p> <p>Year B: What's occurring in Mistley Norman?</p>	<p>Year A: What makes London special?</p> <p>Year B: What's occurring in Mistley Norman?</p>
--	--	--	--	--	---	--	--