



Geography Progression of Skills



Year Group	Autumn	Spring	Summer
Year 1	<p><u>My Community</u> Core Aims</p> <ul style="list-style-type: none"> <li>➤ Children will develop geographical knowledge and understanding about their community and their country.</li> <li>➤ Develop geographical vocabulary describing human and physical features of their locality (in their community and in the UK)</li> <li>➤ Use geographical skills including first hand experiences and observations to enhance their locational awareness.</li> </ul>	<p><u>Where in the World is Barnaby Bear?</u></p> <ul style="list-style-type: none"> <li>➤ Children will develop geographical knowledge and understanding about the UK and European country France.</li> <li>➤ Develop geographical vocabulary describing human and physical features of a place. (In the UK and France)</li> <li>➤ Use geographical skills including maps, geographical information, photographs and sources to support and enhance their learning.</li> </ul>	<p><u>The Seaside</u></p> <ul style="list-style-type: none"> <li>➤ Children will develop geographical knowledge and understanding about the UK and countries with hot climates, particularly Jamaica</li> <li>➤ Develop geographical vocabulary describing human and physical features of a place. (In the UK and Jamaica)</li> <li>➤ Use geographical skills including maps, geographical information, photographs and sources to support and enhance their learning.</li> </ul>
Year 2	<p>Island Home Core Aims</p> <ul style="list-style-type: none"> <li>▪ Children will develop geographical knowledge and understanding about their country.</li> <li>▪ Develop geographical vocabulary describing human and physical features of a place. (In the UK)</li> </ul> <p>Use geographical skills including maps, geographical information, photographs and sources to support and enhance their learning.</p>	<p>Mexico</p> <ul style="list-style-type: none"> <li>▪ Children will develop their human and physical geographical knowledge and understanding.</li> <li>▪ Identify similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</li> <li>▪ Use basic geographical vocabulary to refer to physical and human features.</li> <li>▪ To compare and contrast localities identifying similarities and differences.</li> </ul>	<p>Bridgnorth – Field Study</p> <ul style="list-style-type: none"> <li>▪ Children will develop their human and physical geographical knowledge and understanding.</li> <li>▪ Identify similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>▪ Use basic geographical vocabulary to refer to physical and human features.</li> </ul>



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<p>Year 3</p>	<p><u>Our Local Area: Wednesfield</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>▪ To develop contextual knowledge of the location of significant places including their physical and human characteristics and how these provide a geographical context for understanding the action of processes.</li> <li>▪ To understand key physical and human geographical features and how these can bring about change over time.</li> <li>▪ To interpret a range of geographical sources including maps, diagrams, globes, photographs and geographical information systems (GIS)</li> </ul> <p>To communicate geographical information in a variety of ways including through maps</p>	<p><u>Connecting Ourselves to Europe</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>▪ Children will focus on Europe, concentrating on their environmental regions, key physical and human characteristics of European countries.</li> <li>▪ To name and locate countries and geographical regions, key topographical features (including hills, mountains, coasts and rivers) land use patterns and how they have changed over time,</li> </ul> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.</p>	<p><u>Wolverhampton then and now</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>▪ To develop contextual knowledge of the location of significant places including their physical and human characteristics and how these provide a geographical context for understanding the action of processes.</li> <li>▪ To understand key physical and human geographical features and how these can bring about change over time.</li> <li>▪ To interpret a range of geographical sources including maps, diagrams, globes, photographs and geographical information systems (GIS)</li> <li>▪ To communicate geographical information in a variety of ways including through maps</li> </ul>
<p>Year 4</p>	<p><u>Weather home and away.</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>▪ Children will locate the world's countries, using maps to focus on Europe -(including Russia)</li> <li>▪ To understand geographical similarities and differences through the study of physical and human geography of a region of the United Kingdom and a region in a European country.</li> </ul>	<p><u>Llandudno</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>▪ Children will develop their locational knowledge by naming and locating places in the UK, drawing comparisons and learning about environmental regions and land use patterns.</li> <li>▪ To understand geographical similarities and differences through the study of physical and human geography of a region of the United Kingdom, Llandudno.</li> </ul>	<p><u>Where in the World?</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>▪ Children will develop their locational knowledge by naming and locating places in the UK, and the wider world, drawing comparisons and learning about environmental regions and land use patterns.</li> <li>▪ To understand geographical similarities and differences through the study of physical and human geography of a region of the United Kingdom, European countries and a region within North or South America.</li> </ul>



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	<ul style="list-style-type: none"> <li>To develop their locational knowledge and understanding of a countries position within the world can impact and effect the weather conditions there.</li> </ul> <p>To develop their geographical skills and fieldwork through a range of sources</p>	<ul style="list-style-type: none"> <li>To develop their geographical skills through a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>To develop their geographical skills through a range of sources, deepening their understanding of people and places.</li> </ul>
Year5	<p style="text-align: center;"><u>The Americas</u></p> <ul style="list-style-type: none"> <li>To be able to locate countries and cities within a continent, using equipment such as: maps, atlases and the internet.</li> <li>To be able to draw comparisons across continents.</li> <li>To be able to see how location affects climate and landscape.</li> </ul> <p style="text-align: center;">Identify key geographical features.</p>	<p style="text-align: center;"><u>Mountains</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>To develop contextual knowledge of the location of globally significant places (terrestrial) including their physical and human characteristics and how these provide a geographical context for understanding the action of processes.</li> <li>To understand key physical and human geographical features and how these can bring about change over time.</li> <li>To be able to collect, analyse and communicate data through experiences of fieldwork to deepen their understanding and knowledge.</li> <li>To interpret a range of geographical sources including maps, diagrams, globes, photographs and geographical information systems (GIS)</li> </ul> <p style="text-align: center;">To communicate geographical information in a variety of ways</p>	<p style="text-align: center;"><u>Human and Physical features of the UK</u></p> <p>Core Aims</p> <ul style="list-style-type: none"> <li>To develop contextual knowledge of the location of globally significant places (terrestrial) including their physical and human characteristics and how these provide a geographical context for understanding the action of processes.</li> <li>To understand key physical and human geographical features and how these can bring about change over time.</li> <li>To interpret a range of geographical sources including maps, diagrams, globes, photographs and geographical information systems (GIS)</li> <li>To communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length.</li> </ul>



Year 6	<p><u>Rivers and Coasts</u> Core Aims</p> <ul style="list-style-type: none"><li>▪ To develop contextual knowledge of the location of globally significant places (marine) including their physical and human characteristics and how these provide a geographical context for understanding the action of processes.</li><li>▪ To understand key physical and human geographical features of the world and how these can bring about change over time.</li><li>▪ To be able to collect, analyse and communicate with a range of data through experiences of fieldwork to deepen their understanding of geographical processes.</li><li>▪ To interpret a range of geographical sources including maps, diagrams, globes, aerial photographs and geographical information systems (GIS)</li></ul> <p>To communicate geographical information in a variety of ways including maps, numerical and quantitative skills as well as written outcomes.</p>	<p><u>Let's go to the Caribbean</u> Core Aims</p> <ul style="list-style-type: none"><li>▪ To develop contextual knowledge of the location of globally significant places (terrestrial and marine) including their physical and human characteristics and how these provide a geographical context for understanding the action of processes.</li><li>▪ To understand key physical and human geographical features of the world and how these can bring about change over time.</li><li>▪ To be able to collect, analyse and communicate with a range of data k to deepen their understanding of geographical processes.</li><li>▪ To interpret a range of geographical sources including maps, diagrams, globes, aerial photographs and geographical information systems (GIS)</li></ul>	<p><u>London</u> Core Aims</p> <ul style="list-style-type: none"><li>▪ To develop contextual knowledge of the location of the UK, geographical regions and their key features.</li><li>▪ To understand key physical and human geographical features of our capital city and how these can bring about change over time.</li><li>▪ To be able to collect, analyse and communicate with a range of data through experiences of fieldwork to deepen their understanding of geographical processes.</li><li>▪ To interpret a range of geographical sources including maps, diagrams, globes, aerial photographs and geographical information systems (GIS)</li></ul> <p>To communicate geographical information in a variety of ways including maps, numerical and quantitative skills as well as written outcomes and conclusions.</p>



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		To communicate geographical information in a variety of ways including maps, numerical and quantitative skills as well as written outcomes.	
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