

Burradon CPS Progression in Skills

Subject: Geography

	Vocabulary	Locational Knowledge	Place Knowledge (Places)	Human and Physical	Skills (Map/Atlas)	EnquiryFieldwork (First hand experiences)
N	<ul style="list-style-type: none"> Use vocabulary such as house, school, shop, village 	<ul style="list-style-type: none"> Name the area which they live in 			<ul style="list-style-type: none"> To represent a route from A to B 	<ul style="list-style-type: none"> Use photographs to identify places in the local area
R	<ul style="list-style-type: none"> Children use everyday language to talk about size, position and distance when compare objects to solve problems. Use directional language forwards, backwards, left and right to give instructions 	<ul style="list-style-type: none"> Talk about different types of journeys. Name the school and area that they live in. 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places (ELG) Children talk about features of their own immediate environment and how environments may vary from one another 	<ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things Describe daily weather changes 	<ul style="list-style-type: none"> Make simple maps To follow a route from a simple map 	<ul style="list-style-type: none"> Ask simple questions Use simple observational skills to explore the school grounds. Use ICT to follow routes
1	Use relative vocabulary such as bigger, smaller, like, dislike	<ul style="list-style-type: none"> Name the four countries of the UK Name the capital cities of the UK 	<ul style="list-style-type: none"> Make observations about, and describe, the local area 	<ul style="list-style-type: none"> Discuss the day to day weather in their local area Discuss some features of the 	<ul style="list-style-type: none"> Use a world map to locate the United Kingdom Locate the four countries of the UK on a simple map 	<ul style="list-style-type: none"> Begin to make observations about where things are in the local area. Begin to ask and answer simple

	<p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods</p> <p>England - London Northern Ireland - Belfast Wales - Cardiff Scotland - Edinburgh North Sea, English Channel, Bristol Chanel, Irish Sea</p>	<ul style="list-style-type: none"> Name the seas/oceans which surround the UK 		<p>seasons in the UK</p> <ul style="list-style-type: none"> Talk about the human and physical features of their local area 	<ul style="list-style-type: none"> Locate the capital cities of the UK on a simple map Locate the sea/oceans which surround the UK on a map (wall map, atlas or simple map for their books) Draw a simple map with a key (could be a story map) Use simple maps to follow a journey 	<p>questions about their local environment.</p> <ul style="list-style-type: none"> Use basic observational skills Draw simple features of their locality Create simple plans of a familiar environment
2	<p>North America, South America, Europe, Asia, Africa, Australia and Antarctica</p> <p>Indian Ocean, Pacific Ocean, Southern Ocean, Artic Ocean and Atlantic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p>	<ul style="list-style-type: none"> Name the seven continents and five oceans on a globe or in an atlas 	<ul style="list-style-type: none"> Describe the human and physical features of a non-European country Compare the human and physical features of a non-European country (Kenya) with their own locality using 	<ul style="list-style-type: none"> Identify the hot and cold places around the world Discuss how they could improve an area of their local environment 	<ul style="list-style-type: none"> Name and locate the main cities of England, Scotland, Wales and Northern Ireland in an atlas Locate the seven continents and five oceans on a globe or in an atlas Locate on a globe and world map hot and cold places around the world including the 	<ul style="list-style-type: none"> Ask and answer their own questions about the places studied Use a camera to record what they have seen Draw and label simple field sketches, maps or photographs Collect and organise simple data e.g. traffic survey

	valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour, shop		geographical vocabulary		Equator and the North and South Poles <ul style="list-style-type: none"> • Use simple compass directions North, South, East and West • Follow a route on a map • Use aerial photos to identify features of a local area. • Draw a real or imaginary map • Use and create their own basic map symbols 	<ul style="list-style-type: none"> • Begin to explain patterns e.g why there is more/less traffic at certain times of the day.
3	city, town, village, factory, farm, house, office, shop, Capital city, country, Urban, region, Europe, county, economy, trade, energy Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural	<ul style="list-style-type: none"> • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • Describe where the UK is located in the world • Name and locate some major cities • Locate where they live in the UK using locational terminology 	<ul style="list-style-type: none"> • Locate and describe some human and physical characteristics (Settlements, mountains, etc) a place within Europe (Italy) • Locate the main countries of Europe inc. Russia and Italy. • Identify capital cities of Europe. 	<ul style="list-style-type: none"> • Identify and sequence a range of settlement sizes from a village to a city. • Describe the characteristics of settlements with different functions, e.g. coastal towns. • Use appropriate vocabulary to describe the main land uses within urban areas and identify the key 	<ul style="list-style-type: none"> • Use a map (Google Earth) and atlas to locate some countries and cities in Europe (focusing on Italy) • Use an atlas to locate the UK and locate some major cities and where they live in the UK (Newcastle and the top 10 largest cities) • Learn the eight points of a compass • Use some basic symbols and a key 	<ul style="list-style-type: none"> • Carry out fieldwork in the local area selecting appropriate techniques and answering their own questions (<i>E.g. Land use survey in Burradon</i>) • Make a map of a Burradon front street, with features in the correct places • Draw and label simple field sketches, maps or photographs

	<p>Climate Mediterranean Compass points: NW NE SE SW Ordnance Survey map, Land use, mountains, equator, hemisphere, Differences/similarities Compare/ contrast United Kingdom Great Britain Change/ effect</p>	<p>(north, south, east, west) and the names of nearby counties.</p> <ul style="list-style-type: none"> • Locate and describe some human and physical characteristics (Settlements, mountains, etc) of the UK Locate the main countries of Europe inc. Russia and Italy. • Identify capital cities of Europe. 		<p>characteristics of rural areas. (E.g. Using Google Earth, atlases and images)</p>	<p>(including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	
4	<p>Climate zone, desert, mountains, Tundra, Prairie, Urban, Tropical, Temperate, Continental, bank, basin, tributaries, bed, current, confluence, delta, erosion, estuary, floodplain, fresh water, meander, mouth, silt, source, stream, tributary, upstream, watershed, water cycle, precipitation, condensation, water</p>	<ul style="list-style-type: none"> • Locate and name the countries making up the British Isles, with their capital cities. • Know the difference between the British Isles, Great Britain and UK • Compare 2 different regions in UK (Burradon and Windemere) 	<ul style="list-style-type: none"> • Compare a region in the UK with a region in North America with significant differences and similarities. • Name major rivers of the UK • Name rivers local to themselves • Locate the main countries in North America. • Locate and name principal cities 	<ul style="list-style-type: none"> • Describe a river and mountain environment in the UK, using appropriate geographical vocabulary. • Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers. • Describe the impact on the 	<ul style="list-style-type: none"> • Ask questions and find out what affects different climates • Use maps, globes and Google Earth to identify the continent of North America • Use an atlas to identify the different countries of North America • Study maps to identify different climatic regions in North America 	<ul style="list-style-type: none"> • Carry out fieldwork in the local area selecting appropriate techniques and answering their own questions (E.g. River study) • Draw and label sketch maps and photographs • Ask and respond to simple enquiry questions • Accurately measure and collect information (e.g. speed of flow,

	vapour, transpiration, evaporation,		Concentrating on its environmental regions, key physical and human characteristics.	human and physical geography of the places rivers are found <ul style="list-style-type: none"> • Begin to explain the environmental regions, climate, physical and human characteristics (mountains, rivers, lakes, important landmarks and major cities) of North America 	<ul style="list-style-type: none"> • Begin to compare and contrast these regions with a place in the UK • Use photographs to identify important features of places studied • Use 4 figure grid references • Recognise and use OS map symbols, including completion of a key and understanding why it is important • To draw a sketch map from a viewpoint (e.g. forest school/rivers) 	<p>depth of river bed etc)</p> <ul style="list-style-type: none"> • Present data in an appropriate way • Draw conclusions from data collected
5	Mantle, eruption, active, dormant, magma, extinct, pumice, volcano, crust, lava, ash, plate tectonics, core, fault, trade, distribution, economy, resource, global, job security, market, migrate, tertiary employment, working conditions, climate zone, biome,	<ul style="list-style-type: none"> • Make connections between the Equator, the tropics and South America • Locate the Ring of Fire 	<ul style="list-style-type: none"> • Study the geographical similarities and differences of an area in the UK and South America (Amazon Rainforest) 	<ul style="list-style-type: none"> • Human geography including trade between the UK and the wider world • Identify trade links around the world based on a few chosen items e.g. football 	<ul style="list-style-type: none"> • Use maps to locate countries of South America • Locate and name some of the world's most famous volcanoes • Locate major cities in South America • Use atlases to locate countries and find out 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Collect and record evidence unaided • Analyse evidence and draw conclusions

	rainforest, tropical, Amazon, canopy, understory, forest floor, deforestation, environment, endangered, biodiversity.			<ul style="list-style-type: none"> • Discuss the impact of trade on local inhabitants • Describe and explain the processes that cause natural disasters • Draw conclusions about the impact of natural disasters on the people that live close by and why people choose to live there • Understand the physical process of Plate Tectonics 	<p>information (temperature)</p> <ul style="list-style-type: none"> • Use digital and computer mapping to locate countries and features studied • Use and recognise OS map symbols regularly • Begin to understand and use 6 figure grid references • Observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs (line graphs), and digital technologies: • Select a map for a particular purpose (political/physical map) 	
6	Fairtrade Greenwich time Meridian time Time zone Biomes Arctic	<ul style="list-style-type: none"> • Know the name of some of the world's countries with a focus on Hong Kong 	<ul style="list-style-type: none"> • Know geographical similarities and differences through the study of human 	<ul style="list-style-type: none"> • Know and understand key aspects of: <ul style="list-style-type: none"> - Climate zones 	<ul style="list-style-type: none"> • Observe, measure record and present the human and physical features in the local area using a range of 	<ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations.

	<p>Tundra Deciduous Savannah Tropical Rainforest Coniferous Desert Vegetation belt Economic activity Trade links Migration Population Urban Rural Alpine Mountains Tourism</p>	<ul style="list-style-type: none"> • Know the name of major cities with a focus on Hong Kong 	<p>and physical geography an Alpine region and Hong Kong</p>	<ul style="list-style-type: none"> - Distribution of natural resources including energy, food, minerals and water - Migration 	<p>methods, including sketch maps, plans and graphs (pie chart - digital), and digital technologies</p> <ul style="list-style-type: none"> • Follow a short route on an OS map. • Use a variety of resources to find out data about other places (trade distribution). • Draw plans of increasing complexity. 	<ul style="list-style-type: none"> • Collect and record evidence unaided • Analyse evidence and draw conclusions
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