

## Edisford Geography Progression of Skills

	Key Vocabulary	Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Fieldwork and Mapping Skills
YR	Street, house, detached, semi-detached, town, river, hill, valley, forest, sea, beach, shore, dunes, castle, season, sleet, hail, Winter, Summer, Spring, Autumn, flood, weather, drought, rockpools, festivals	<b>ELG: People, Culture and Communities</b> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>- Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul> <b>ELG: The Natural World</b> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>				
Y1	City, town, village, county, country, ocean, bushfires, drought, seasons, day and night, address, capital cities, United Kingdom, port, harbour, shop, house, home, North and South Poles, beach, cliff, coast, forest, hill, sea, river, soil, valley, vegetation, season, weather, north, south, east and west, Europe, continent, island, isle	<ul style="list-style-type: none"> <li>- Name, locate and identify the four countries and capital cities of the UK and its surrounding seas</li> <li>- Identify our place in the UK, knowing their own address</li> <li>- Name and locate the continents of Europe and Australia</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country (Australia)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and locate human features of the UK e.g. Tower of London, Stone Henge</li> <li>- Describe human features of Australia and compare to the UK e.g. Sydney Opera House, Sydney Harbour</li> <li>- Use basic geographical vocabulary to refer to: city, town, village, house, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and locate physical features of the UK e.g. Loch Ness, Giant's Causeway</li> <li>- Identify/compare seasonal and daily weather patterns in the UK and Australia</li> <li>- Identify and locate Australia and the UK (hot/cold areas) in relation to the Equator, North and South Poles</li> <li>- Describe physical features of Australia and compare to UK e.g. Great Barrier Reef, Gold Coast</li> <li>- Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley,</li> </ul>	<ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the UK and its countries, as well as: Europe, Australia (country and continent) and the seas surrounding the UK</li> <li>- Use simple compass directions (North, South) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map of school</li> <li>- Use aerial photographs and plan perspectives to recognise basic human/physical features around school; devise a simple map and use and construct basic symbols in a key.</li> <li>- Use simple fieldwork and observational skills to study the geography of school and its grounds</li> </ul>



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			<ul style="list-style-type: none"> <li>- Understand and discuss bushfires in Australia</li> </ul>		vegetation, season and weather	
Y2	<p>Beach, cliff, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, season, weather, continents, coasts, north, south, east and west, left and right, near, far, shop, church, detached, semi-detached, terraced, bungalow, cottage, landmarks, symbol, map, atlas, key, North Pole, South Pole, Equator</p>	<ul style="list-style-type: none"> <li>- Locate and describe the location of school on a map of Clitheroe</li> <li>- Identify and describe routes to and from school in the local area</li> <li>- Locate London on a map and describe its location (South East England, Europe)</li> <li>- Name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (local area) and London</li> <li>- Compare the characteristics of British beaches to non-European beaches</li> </ul>	<ul style="list-style-type: none"> <li>- Study local house types e.g. detached, semi-detached)</li> <li>- Identify and locate human features of London, focusing on famous landmarks e.g. Big Ben, Buckingham Palace</li> <li>- Recognise the human features of coastal areas in the UK using basic geographical vocabulary</li> <li>- Use basic geographical vocabulary to refer to: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>- Name physical geographical features (mountain, hill, valley, forest, river, lake, cliff, beach, sea) and identify those in London</li> <li>- Identify seasonal weather patterns in London and record daily changes, comparing to the locality</li> <li>- Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles i.e. contrasting coasts and beaches</li> <li>- Recognise the physical features of coastal areas in the UK using basic geographical vocabulary</li> <li>- Describe features of seas and oceans, including their uses.</li> <li>- Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</li> </ul>	<ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the UK and its countries, as well as: the location of the capital city of London, the world's seven continents and five oceans</li> <li>- Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near, far, left, right) to describe the location of seas, countries and continents studied, features and routes on a map of London and the local area</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of London and the local area (e.g. shop, church, River Ribble)</li> <li>- Devise a simple map of London and the local area and use and construct basic symbols in a key</li> <li>- Use simple fieldwork and observational skills to study the human and physical features of school's surrounding environment e.g. church, River Ribble, Roefield and the human geography of the local area (house types e.g. detached, semi-detached)</li> </ul>



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					soil, valley, vegetation, season and weather	
Y3	Europe, river, source, length, mouth, climate, fjords, mountains, coast, rivers, hills, mountains, weather patterns, rainfall, land use, commercial, residential, town centre, suburbs, map symbols, key, aerial views, coniferous, deciduous, North-East, North-West, South-East, South-West, globe, atlas, city, counties, country, ordnance survey maps	<ul style="list-style-type: none"> <li>- Locate countries in Europe (Scandinavia: Denmark, Norway and Sweden), their environmental regions and major cities</li> <li>- Name and locate counties and cities of UK, focusing on the North/North West</li> <li>- Locate key topographical features in and around Clitheroe and the North West e.g. rivers, hills, mountains, coasts</li> <li>- Identify land-use patterns in Clitheroe town centre</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences in a region of a European country (Scandinavia) and the UK</li> </ul>	<ul style="list-style-type: none"> <li>- Identify human features of Scandinavian countries e.g. currency, language</li> <li>- Compare with the human geography of the UK</li> <li>- Town centre land-use</li> </ul>	<ul style="list-style-type: none"> <li>- Name and describe biomes of Scandinavian countries and the UK, identifying coniferous forests</li> <li>- Investigate the climate of Scandinavian countries compared to UK</li> <li>- Describe and understand physical features of Scandinavia: rivers, mountains, fjords</li> <li>- Study rivers/hills in locality - describe simple features e.g. length, source, mouth</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases and globes to locate countries and describe features studied, focusing on Europe, Scandinavia and the UK</li> <li>- Use the eight points of a compass when using maps of the local area</li> <li>- Use simple symbols and keys for maps in the local area (incl. simplified OS maps)</li> <li>- Sketch maps of the local area (Moor Lane) using an aerial view, simple symbols and a key.</li> <li>- Gather and present data on the town centre - land use and building types e.g. commercial, residential</li> </ul>
Y4	Rainforest, lines of significance, Tropic of Cancer, Tropic of Capricorn, deforestation, tropical, temperate, polar, climate zones, biomes, vegetation, rainforest belt, North America, South America, United Kingdom, grasslands, renewable, non-	<ul style="list-style-type: none"> <li>- Locate countries in North and South America, including major cities/environmental regions, such as The Amazon Rainforest.</li> <li>- Identify the Equator and Tropic of Cancer and Capricorn</li> <li>- Understand how tropical rainforests have changed over time e.g. deforestation</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences between a region of North/South America and the UK</li> </ul>	<ul style="list-style-type: none"> <li>- Name and describe human landmarks of North America e.g. Panama Canal</li> <li>- Explore economic activity including trade links (Fair Trade)</li> <li>- Describe and understand the distribution of natural resources including energy (renewable, non-</li> </ul>	<ul style="list-style-type: none"> <li>- Name, locate and describe the world's biomes and vegetation belts (the tropical rainforest 'belt,' temperate North American grasslands)</li> <li>- Describe and understand the climate of tropical rainforests, and explain their characteristics e.g. layers</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases and globes to locate countries and describe features studied, focusing on North America. South America and the UK</li> <li>- Use the eight points of a compass when using maps of North and South America</li> <li>- Use 4 figure grid references for a specific area</li> <li>- Use simple symbols and keys for maps of North/South America and the UK (including simplified OS maps)</li> </ul>



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	renewable, minerals, water cycle, landmarks, rainfall North-East, North-West, South-East, South-West	<ul style="list-style-type: none"> <li>- Develop an understanding of different time zones across North America</li> <li>- Name and locate the distribution of energy in the UK (land-use patterns)</li> </ul>		renewable, climate change), food (food miles, shortages), minerals and water	<ul style="list-style-type: none"> <li>- Identify and describe the climate zones of North America</li> <li>- Name and describe physical landmarks of North America e.g. Grand Canyon</li> <li>- Explain the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Gather and present data on the rainforest climate and compare to Clitheroe</li> <li>- Gather and present data about climate in contrasting North American countries (e.g. Canada, Jamaica)</li> </ul>
Y5	Tectonic, fault lines, hemisphere, Greenwich Meridian/Prime, Tropic of Cancer and Capricorn, volcanoes, mountains, earthquakes, latitude and longitude, Arctic, Antarctic, temperate, tropical, polar, environmental, man-made, natural, co-ordinates, mountain range, dormant, active, extinct, natural resources, climate, ordnance survey, key, symbols, atlases, globes, digital maps, tourism, revenue, economy North-East, North-West,	<ul style="list-style-type: none"> <li>- Locate the world's countries (incl. Russia), concentrating on their environmental regions, key physical (e.g. mountains, volcanoes) and human characteristics (wonders of the world), countries and major cities</li> <li>- Locate tectonic plates and earthquakes worldwide</li> <li>- Identify latitude and longitude of World Wonders and the arctic and Antarctic circle, Northern and Southern Hemispheres</li> <li>- Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night, Science link)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences in several regions of the world and the UK (climate comparisons)</li> </ul>	<ul style="list-style-type: none"> <li>- Land use, natural resources – understand the advantages and disadvantages of life near a volcano</li> <li>- Discuss the impact of an earthquake on a population</li> <li>- Locate and describe man-made wonders of the world e.g. Great Wall of China, Taj Mahal</li> <li>- Identify economic benefits of specific areas of the world (tourist attractions)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand the formation of mountains</li> <li>- Describe and understand the structure of volcanoes (e.g. in a cross-section) and use terminology such as 'dormant, active, extinct'</li> <li>- Explain the role tectonic plates play in earthquakes</li> <li>- Locate and describe wonders of the natural world e.g. Victoria Falls, Great Barrier Reef</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases and globes to locate countries worldwide and describe features studied</li> <li>- Use digital/computer mapping to locate countries and describe features e.g. mountains, volcanoes, earthquake locations</li> <li>- Use the eight points of a compass to describe location when using maps of the world</li> <li>- Use 4 and six figure grid references for a specific area (Mt. Snowdown, Yr Wyddfa)</li> <li>- Use symbols and keys (incl. the use of OS maps) to build their knowledge of the UK</li> <li>- Gather and present data on tourism and wonders of the world e.g. footfall, revenue</li> <li>- Gather and present data for places with extreme climates e.g. Russia, Ethiopia, and compare to UK. Use line graphs with a key, three locations.</li> </ul>



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	South-East, South-West.					
Y6	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, conurbation, metropolis, hamlet, village, town, city, Mediterranean, Continental, Oceanic climate zones, glaciers, waterfalls, avalanches, settlements, coastal, island, isle, landlocked, lifestyle, population, independence, employment, economy and trade, tourism, seasonal, income, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	<ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Spain i.e. Balearic Islands, Canary Islands, surrounding oceans, Bay of Biscay, Andorra and 'autonomous communities' like Catalonia, and major cities</li> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to Spain</li> <li>- Identify land-use patterns in Clitheroe e.g. use a survey/questionnaire to investigate how visitors use specific areas</li> <li>- Understand and describe how land-use in Clitheroe has changed over time (e.g. Low Moor, Holmes Mill, Primrose Nature Reserve, new housing)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences between a European region (Spain) and the UK</li> </ul>	<ul style="list-style-type: none"> <li>- Name and describe types of settlement in UK, identifying those that exist locally (e.g. hamlet, village, small/large town, city, metropolis, conurbation)</li> <li>- Understand features of different settlement types, such as population and types of services</li> <li>- Describe and understand the human geography of Spain, comparing their lifestyle to our own e.g. festivals, daily routine, diet</li> <li>- Understand the human geography of Catalonia e.g. independence movement</li> <li>- Identify attractions in Barcelona and assess the impact of tourism i.e. advantages (economic, employment) and disadvantages (seasonal, low-income)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different climate zones in Spain: Oceanic, Continental and Mediterranean</li> <li>- Describe and understand the physical geography of Spain e.g. Pyrenees mountains, waterfalls and glaciers</li> <li>- Compare the physical geography of main-land Spain to islands e.g. Canary Islands</li> <li>- Understand the terminology land-locked and coastal</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases and globes to locate countries worldwide and describe features studied, with an in-depth focus on Spain</li> <li>- Use digital/computer mapping to locate countries and describe features studied e.g. types of settlement locally, physical landmarks in Spain</li> <li>- Use the eight points of a compass to describe location when using maps of Spain/Clitheroe and the local area</li> <li>- Use six figure grid references for maps of Clitheroe</li> <li>- Use symbols and key (including the use of Ordnance Survey maps) for areas of Clitheroe</li> <li>- Gather and present data about the different climate zones in Spain, key tourist attractions (e.g. Barcelona)</li> <li>- Gather and present data on land-use patterns in Clitheroe e.g. use a survey/questionnaire to investigate how visitors use specific areas, presenting answers with pie charts</li> </ul>