



English Martyrs- Progression of Skills

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Coverage

EYFS	KS1	KS2
<p>Understanding the World The World 30-50 months</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. <p>40-60 months</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>ELG Children know about similarities and differences in relation to places. They talk about their own immediate environment and how environments may vary from one another.</p>	<p>Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to:</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and Understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the</p>



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	<ul style="list-style-type: none"> • key physical features • key human features <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Prime/Greenwich Meridian and time zones Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography: climate zones, biomes and vegetation belts, • rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references,</p>
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		<p>symbols /key Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>
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Skills

EYFS	Y1	Y2
<p>Can they make observations about their local environment?</p> <ul style="list-style-type: none"> Can they talk about the features of their immediate environment? <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> Explore the use of a weather map. <p>MAPS</p> <ul style="list-style-type: none"> Explore the use of a map. Identify what a map is. <ul style="list-style-type: none"> Draw simple maps of their immediate environment. <p>Make comparisons between familiar places.</p>	<p>Can they explain where they live and describe some of the physical features?</p> <ul style="list-style-type: none"> Can identify what they like and don't like about their locality and give reasons why? Can they answer some questions using different geographical resources? <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> Show interest in what they see in field work Record what they have seen, in simple ways Remember and talk about what was seen Use a digital cameras to record what they see Collect simple statistics – longest, shortest, highest 	<p>Can they label a diagram or photograph using some geographical vocabulary?</p> <ul style="list-style-type: none"> Can they describe a locality? Can they identify key features of a locality by using a map? <p>GEOGRAPHICAL STUDY and FIELD WORK</p> <ul style="list-style-type: none"> Ask simple geographical questions Take and use digital photographs Make detailed sketches whilst on field work and/or draw labelled diagrams Discuss changes in weather and seasons from a chart Use tally charts and simple tables to collect information <p>MAPS</p> <ul style="list-style-type: none"> Identify features on a map Know the main aspects of the British Isles



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	<ul style="list-style-type: none">• Fill in and use a class weather chart MAPS• Use simple blocked maps and plans• Make simple plans and talk about them• Mark the location of the school on a simple local map• Identify where they have been on holiday, using a map <p>Describe places using their characteristics and simple vocabulary – e.g. house, street, wood</p> <ul style="list-style-type: none">• Make lists of places with similar characteristics – e.g. the seaside, towns• Talk about places seen in books, videos, internet• Describe different types of buildings• Understand the concept of close and far away	<p>using maps</p> <ul style="list-style-type: none">• Draw simple maps and plans, sometimes with keys• Mark some locations on a map of UK – our town, our school visit, my holiday• Identify the main regions of the world – continents, equator, tropics<ul style="list-style-type: none">• Begin to use concepts of NSEW <p>Recognise characteristic physical and human features of places - built up, noisy, busy ...</p> <ul style="list-style-type: none">• Identify parts of some physical features – e.g. coast• Understand similarities and differences in places• Use aerial photographs to identify land use and other geographical features• Know that places are linked by paths or roads<ul style="list-style-type: none">• Express views about local area and environment• Use vocabulary of size to classify – village town, city etc
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Year 3	Year 4	Year 5	Year 6
<p>MAPS</p> <ul style="list-style-type: none"> • Draw maps of local places, including sketches from field work • Use and draw maps with a simple key • Use maps with simple grid references • Work out routes on maps and plans • Find longest and shortest routes using maps • Plan routes using 4 points of the Compass <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country. 	<p>MAPS</p> <ul style="list-style-type: none"> • Read and use the symbols on an OS map • Use four figure grid references to locate points on a map • Identify time differences around the world • Plan a route and work out distance using map scales • Use contents and index pages of an atlas <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country. • Understand the different uses of different places 	<p>MAPS</p> <ul style="list-style-type: none"> • Work out a journey time, using their knowledge of time zones • Use and understand simple scale • Compare information from atlases with that from a globe • Use atlases or maps which show physical and human features • Use 8 compass points <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America • Begin to understand geographical pattern – e.g. industry by a river • Describe and begin to explain 	<p>MAPS</p> <ul style="list-style-type: none"> • Use 6 figure grid references • Can use a compass to follow a route confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North



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<ul style="list-style-type: none"> • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment • Understand how weather changes an environment • Know the difference between weather and climate • Suggest ways towards a reduction in climate change 	<ul style="list-style-type: none"> • Understand that different places may have similar / different characteristics and give reasons for these • Understand links between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place 	<p>patterns and physical and human changes</p> <ul style="list-style-type: none"> • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint 	<p>and South America</p> <ul style="list-style-type: none"> • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both human and physical geography • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints • Identify the parts of a river, and land use around and how these can change people's lives
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