



RCFS Knowledge and Skills progression in GEOGRAPHY Year group overview

Reception Geography

<p>Locational and Place</p> <ul style="list-style-type: none"> I can describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can name the village and city the school is located in. I can identify similarities and differences between places, drawing on my experiences and what has been read in class . I can begin to 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. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> I can begin to use geographical skills, including first-hand observation, to enhance their locational awareness <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> Collect, analyse and communicate a range of data gathered through experiences of fieldwork. </td> <td style="width: 33%; padding: 5px;"> <ul style="list-style-type: none"> Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as Google Earth. </td> <td style="width: 33%; padding: 5px;"> <ul style="list-style-type: none"> Communicate geographical information in a variety of ways e.g. maps and drawing. </td> </tr> </table> <p>Use and draw information from a simple map</p> <ul style="list-style-type: none"> Look at aerial views and comment on buildings, open space, roads and other simple features. 	Collect, analyse and communicate a range of data gathered through experiences of fieldwork.	<ul style="list-style-type: none"> Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as Google Earth. 	<ul style="list-style-type: none"> Communicate geographical information in a variety of ways e.g. maps and drawing. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can model the vocabulary needed to name specific features of the natural world, both natural and manmade I can understand the effect of changing seasons on the natural world around me.
Collect, analyse and communicate a range of data gathered through experiences of fieldwork.	<ul style="list-style-type: none"> Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as Google Earth. 	<ul style="list-style-type: none"> Communicate geographical information in a variety of ways e.g. maps and drawing. 			

Key Vocabulary

Town, village, road, house, farm, park, school, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural

Strand	Year 1	Year 2	Year 3	Year 4
Location and Place	I can identify the location of the school in Abbots Bromley and the location of Abbots Bromley within the UK. I can identify land use and physical features in our local area. I can name and locate the four countries of the UK.	I can identify and name the location of the 7 continents and 5 oceans. I can discuss the similarities and differences between the 7 continents. I can locate Tanzania in Africa and Abbots Bromley in the UK.	I can name and locate counties and cities of the UK. I can compare geographical similarities and differences of a region in the UK to a region in Greece- Staffordshire and Attica. I can identify the Equator, the North and South Hemisphere, the	I can name and locate the countries in Europe. I can name the world's major capital cities. I can identify the location of the world's most significant rivers.



	<p>I can name and locate the capital cities of the UK.</p>	<p>I can identify physical features through studying a diverse location-Tanzania (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather).</p> <p>I can identify key human features.</p> <p>I can identify the similarities and differences between Staffordshire and Tanzania (link to Artist)</p>	<p>Tropics of Capricorn and Cancer, the Arctic and Antarctic Circle.</p>	<p>I can name and locate the mountains and ranges across Europe.</p> <p>I can explain how different climate zones effect the landscape, the environment and humans.</p>
<p>Skills and Fieldwork</p>	<p>I can use maps and globes to identify areas of the UK, countries, capital cities and surrounding seas.</p> <p>I can begin to create, use and follow a map including basic symbols in a key.</p> <p>I can begin to use aerial and satellite photos to identify features of Abbots Bromley and devise a simple map.</p>	<p>I can use simple compass directions and language (four points).</p> <p>I can use world maps, globes and atlases to identify locations studied.</p> <p>I can create a simple map using symbol and a key.</p> <p>I can begin to use aerial and satellite photos to recognise physical and human features-Tanzania.</p>	<p>I can begin to use a wide range of maps including OS maps, to locate and describe features studied.</p> <p>I can begin to understand more complex symbols and keys (OS maps).</p> <p>I can use four-figure grid references to identify grid locations.</p> <p>I can begin to understand scale and distance on a map.</p> <p>I can use fieldwork to understand the change of settlement in Abbots Bromley over time.</p>	<p>I can use a wide range of maps including OS maps, to locate and describe features studied.</p> <p>I can use eight points of a compass and language.</p> <p>I can accurately measure scales and distances on a map.</p> <p>I can begin to understand contour lines on a map.</p> <p>I can use fieldwork to observe the changes in a local body of water.</p>
<p>Human and Physical Geography</p>	<p>I can identify a human and physical feature.</p>	<p>I can locate the Equator, North and South Poles on a map/globe.</p> <p>I can discuss why countries are hot and cold.</p>	<p>I can identify some physical characteristics of the UK, including hills, mountains, coasts, rivers and national parks.</p>	<p>I can identify the key features of a river and the water cycle.</p> <p>I can explain the physical processes involving rivers.</p>



	<p>I can discuss the human and physical features of the four countries of the UK.</p> <p>I can identify seasonal and daily weather patterns in Abbots Bromley/UK.</p> <p>I can identify land use and physical features in our local area.</p> <p>I can begin to explain what a physical and human feature is.</p>	<p>I can identify physical features through studying a diverse location-Tanzania (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather).</p> <p>I can identify key human features through studying a diverse location- Tanzania (city, town, village, factory, farm, house, office, port, harbour and shop).</p>	<p>I can identify some human characteristics of the UK, including land use, settlements, and exploring how these have changed over time.</p> <p>I can identify the different settlements and the reason for their location.</p> <p>I can explain reasons for the UK's population distribution.</p>	<p>I can explain how flooding impacts the environment, people and economy.</p> <p>I can explain how human activity can affect rivers (including trade links) and the physical geography of the landscape.</p>
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