

# Skills Progression at Marwood School

## Subject area: Geography

### Skill : Locational Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>I can name and locate Marwood School on a map.</p>	<ul style="list-style-type: none"> <li>• I can name and locate Devon, Ilfracombe, Marwood and Barnstaple.</li> <li>• I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• I can name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the seven continents of the world independently.                             <ul style="list-style-type: none"> <li>• I can compare the seven continents by size, number of countries and population.</li> </ul> </li> <li>• I can name several different countries in each continent.                             <ul style="list-style-type: none"> <li>• I can name some major capital cities of the world.</li> <li>• I know where the North and South Poles are.</li> </ul> </li> <li>• I can locate the country and continent of deserts and desert cities.</li> <li>• I can identify modern settlements that have developed from an early settlement.</li> <li>• I can explain how settlements have developed over time.</li> <li>• I can name the countries of South America.</li> <li>• I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like.</li> <li>• I know where some places of extreme temperature are located.</li> <li>• I can identify the countries of North America.</li> <li>• I can match North American capital cities with their correct country.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what the Northern and Southern Hemispheres are.</li> <li>• I know which hemisphere each continent is in.</li> <li>• I know what the Eastern and Western Hemispheres are.</li> <li>• I can name some countries that are in the Northern and Southern Hemispheres.</li> <li>• I know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes.</li> <li>• I know that the tropic of Cancer and tropic of Capricorn are lines of latitude.</li> <li>• I know that the tropics describes the area between the tropics of Cancer and Capricorn.</li> <li>• I know what the prime meridian is.</li> <li>• I can name different countries in Europe.</li> <li>• I can name the seas and oceans surrounding Europe.</li> <li>• I know that the UK's industries are dependent on geographical areas.</li> <li>• I can describe key geographical features of the UK and its countries.</li> <li>• I know that the UK can be split into regions and that each region contains several counties.</li> </ul>

			<ul style="list-style-type: none"> <li>• I can identify and name the counties of the UK.</li> <li>• I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time.</li> <li>• I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons.</li> </ul>
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**Skill: Place Knowledge**

<b>EYFS</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
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<p>I can observe and describe Marwood School and their home.</p>	<ul style="list-style-type: none"> <li>• I can observe and describe the human and physical geography of a small area of the United Kingdom (Marwood, Devon)</li> <li>• I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Marwood), and of a small area in a non-European country (Kampong Ayre in Brunei)</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places.</li> <li>• I can compare two different countries and state their similarities and differences.</li> <li>• I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America.</li> <li>• I can compare and contrast the human and physical features of Brazil and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare the human and physical geography of London and Paris.</li> <li>• I can ask and answer questions to help me compare and contrast London and Paris.</li> </ul>
<b>EYFS</b>	<b>Year 1/2</b>	<p align="center"><b>Skills: Human and Physical geography</b></p> <p align="center"><b>Year 3/4</b></p>	<b>Year 5/6</b>

<p>I can identify physical features in and around the school environment.</p>	<ul style="list-style-type: none"> <li>I can identify seasonal/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.</li> <li>I can use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</li> <li>I can identify seasonal/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.</li> <li>I can use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of Ilfracombe and in and around the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical.</li> <li>I can describe what some of the climate zones of the world are like.</li> <li>I can identify key physical features of the seven continents, including the tallest mountain and longest river in each.</li> <li>I can describe the difference between human and physical geography.</li> <li>I can use a variety of sources to find out about the physical and human geography of a particular country. <ul style="list-style-type: none"> <li>I can name and locate the major deserts of the world.</li> </ul> </li> <li>I can use line graphs and charts to explore and compare climate data for deserts around the world.</li> <li>I can explain how erosion and other processes create different desert formations. • I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation.</li> <li>I can describe some of the ways in which people use desert land to live.</li> <li>I can use independent research to find out about the human geography of a desert city. • I can describe and discuss the causes and consequences of desertification.</li> <li>I can suggest land features early settlers would need to consider when choosing a settlement location.</li> <li>I can design a village incorporating necessary human and physical features.</li> <li>I can identify and describe the different climate zones of South America.</li> <li>I know that the Andes are the major mountain range of South America.</li> <li>I can use plate tectonics to describe how mountains are formed.</li> <li>I know what a volcano is and how they are formed.</li> <li>I know the differences between the three types of volcanos.</li> <li>I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism.</li> <li>I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency.</li> <li>I know that the main industries of South America are agriculture and timber.</li> <li>I can name some key industries in different South American countries.</li> <li>I can use independent research to find out key details of the human and physical geography of a particular South American country.</li> <li>I know that the first layer of the Earth’s atmosphere is called the troposphere and that it is here that weather occurs.</li> <li>I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the basic features of some climate zones.</li> <li>I know what the terms ‘import’ and ‘export’ mean.</li> <li>I know that a lot of foods are imported and exported around the world.</li> <li>I can explain how land in tropical biomes is being changed to enable more food to be produced.</li> <li>I can describe what the term ‘deforestation’ means.</li> <li>I can describe ways farmland is used in Mediterranean climate zones.</li> <li>I can describe the difference between arable and pastoral farming.</li> <li>I can explain how land is used to produce food in the UK.</li> <li>I can gather and explain information about UK food trade links.</li> <li>I can identify European countries based on human features, such as language, flag and currency.</li> <li>I can identify the capital cities of Europe. • I can compare two European capital cities according to their human and physical features.</li> <li>I can use independent research to explore the human and physical features of a particular European country.</li> <li>I understand the concept of trade links. • I understand the concept of an economy.</li> <li>I can identify a variety of jobs that belong to different sectors.</li> <li>I know what some of the UK's top industries are.</li> <li>I can describe how climate and landscape help determine a country’s industries.</li> </ul>
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|  |  |  | <ul style="list-style-type: none"><li>• I can generate geographical questions about a particular river and use a variety of sources to find the answers.</li><li>• I know the difference between high-order and low-order services in a settlement.</li><li>• I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. • I can name many of the natural resources that are found in the UK.</li><li>• I can identify UK commodities that are made or produced in my local area.</li><li>• I can describe land use around my school, explaining how I feel about different areas and what I would change.</li><li>• I can compare local climate data with climate data for other parts of the UK.</li><li>• I know how different winds can affect the climate of different parts of the UK.</li></ul> |
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## Skill: Geographical skills and fieldwork

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>I can draw information from a simple map.</p>	<ul style="list-style-type: none"> <li>• I can use maps, atlases and globes to identify the continents and oceans studied at this key stage.</li> <li>• I can use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</li> <li>• I can use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</li> <li>• I can use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> <li>• I can use world maps, atlases and globes to identify the United Kingdom and its countries, Brunei and other countries around the world, the 7 continents and the 5 oceans.</li> <li>• I can use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</li> <li>• I can 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.</li> <li>• I can use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can label each of the seven continents on a world map.</li> <li>• I can locate countries in a particular continent on a world map.</li> <li>• I can use given clues to help me locate a country on a world map.</li> <li>• I know that I can use an atlas and the internet to find where countries are located in the world.</li> <li>• I can use a climate zone map to identify what a country's climate is like.</li> <li>• I can locate major capital cities of the world on a map.                             <ul style="list-style-type: none"> <li>• I can use a map with a key to identify deserts on a world map.</li> <li>• I can identify map symbols and abbreviations on an Ordnance Survey map.                                     <ul style="list-style-type: none"> <li>• I can use online mapping software and Ordnance Survey maps to identify different types of roads (A roads, B roads, etc.).</li> <li>• I can use online mapping software and Ordnance Survey maps to describe and follow routes between settlements.</li> <li>• I can create a map of a fictional village.</li> </ul> </li> </ul> </li> <li>• I can locate the countries of South America on a map.</li> <li>• I can use political maps and climate maps to identify the climate zones of South America. • I can use a topographical map to locate the mountain ranges of South America.</li> <li>• I can use a map of plate tectonics to identify the location of the Andes.</li> <li>• I can create a colour key on a map of South America to denote key industries.                             <ul style="list-style-type: none"> <li>• I can use given information about the location of North American countries to label a map of North America.</li> <li>• I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located.</li> <li>• I can read a timezone map and use it to answer questions about two different locations.</li> <li>• I can locate the countries of Europe, including Russia, on a map of Europe.</li> <li>• I can locate the capital cities of Europe on a map.</li> <li>• I can use a map of the UK to identify where different industries are more prevalent.</li> <li>• I can annotate a world map to show different industries in different countries.</li> <li>• I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands.</li> <li>• I can use given clues to locate the counties of England on a map.</li> <li>• I can use a map to answer true or false questions about the location of a county.</li> <li>• I can locate the major towns and cities of the UK on a map.</li> <li>• I can use a world map to identify major rivers around the world.</li> <li>• I can use fieldwork to observe where some of the UK's natural resources can be found.</li> <li>• I can use fieldwork to identify different examples of land use in my local area.</li> <li>• I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model.</li> </ul>

			<ul style="list-style-type: none"><li>• I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me.</li><li>• I can use fieldwork to gather information about the vegetation and wildlife of a local river.</li><li>• I can use fieldwork to gather weather data about my local area.</li><li>• I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.</li><li>• I can use a topographical map to identify the major mountain ranges of the UK.</li></ul>
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