

# Geography Skill Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1			<p><b>The local area</b> <b>Skill Development M1 Basic</b></p> <ul style="list-style-type: none"> <li>- With the support of a teacher, some geographical questions are asked and answered.</li> <li>- Guided by a teacher, the key features of a location are identified and described.</li> <li>- With the support of a teacher, there is an awareness of the countries of the UK and some of its countries, continents and oceans studied.</li> <li>- With the support of a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.</li> <li>- With the support of the teacher, the four countries of the United Kingdom are named and some of their characteristics described</li> <li>- With the support of the teacher, the world's continents and oceans are named</li> <li>- With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary</li> <li>- With the support of a teacher, seasonal and daily weather patterns in the UK are observed and recorded. There is an awareness of the Equator, North and South Poles</li> <li>- With support of a teacher, patterns of land use near the school are investigated</li> <li>- With support of a teacher, some basic geographical features are identified and used to describe a place.</li> <li>- With support from a teacher, compass directions and locational language are used to describe places.</li> <li>- With support of a teacher, simple maps, keys and grid references are used.</li> </ul>		<p><b>An Island Home</b> <b>Skill Development M1 Basic</b></p> <ul style="list-style-type: none"> <li>- With the support of a teacher, some geographical questions are asked and answered.</li> <li>- Guided by a teacher, the key features of a location are identified and described.</li> <li>- With the support of a teacher, there is an awareness of the countries of the UK and some of its countries, continents and oceans studied.</li> <li>- With the support of a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.</li> <li>- With the support of the teacher, the four countries of the United Kingdom are named and some of their characteristics described</li> <li>- With the support of the teacher, the world's continents and oceans are named</li> <li>- With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary</li> <li>- With the support of a teacher, seasonal and daily weather patterns in the UK are observed and recorded. There is an awareness of the Equator, North and South Poles</li> <li>- With support of a teacher, patterns of land use near the school are investigated</li> <li>- With support of a teacher, some basic geographical features are identified and used to describe a place.</li> <li>- With support from a teacher, compass directions and locational language are used to describe places.</li> <li>- With support of a teacher, simple maps, keys and grid references are used.</li> </ul>	
Y2		<p><b>The United Kingdom</b> <b>Skill Development M1 Advancing</b></p> <ul style="list-style-type: none"> <li>- Generally, some pertinent geographical questions are asked and answered.</li> <li>- There is some general understanding that different places have different characteristic features and that they can help to decide what sort of place it is.</li> <li>- There is a growing knowledge of the countries of the UK and the continents, countries and oceans of the world.</li> <li>- A growing use of simple fieldwork skills are used and the key physical and human features of the school are generally described well using some geographical vocabulary.</li> <li>- The four countries and capital cities of the UK are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences</li> <li>- The world's continents and oceans are named accurately and there is some application of this knowledge in describing places</li> <li>- Some good comparisons, using geographical vocabulary, are applied to contrasting localities</li> <li>- Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.</li> </ul>		<p><b>The UK and Australia</b> <b>Skill Development M1 Advancing</b></p> <ul style="list-style-type: none"> <li>- Generally, some pertinent geographical questions are asked and answered.</li> <li>- There is some general understanding that different places have different characteristic features and that they can help to decide what sort of place it is.</li> <li>- There is a growing knowledge of the countries of the UK and the continents, countries and oceans of the world.</li> <li>- A growing use of simple fieldwork skills are used and the key physical and human features of the school are generally described well using some geographical vocabulary.</li> <li>- The four countries and capital cities of the UK are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences</li> <li>- The world's continents and oceans are named accurately and there is some application of this knowledge in describing places</li> <li>- Some good comparisons, using geographical vocabulary, are applied to contrasting localities</li> <li>- Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.</li> </ul>		

		<ul style="list-style-type: none"> <li>- Patterns of land use are investigated and described using geographical language</li> <li>- A growing repertoire of geographical vocabulary is selected to describe places.</li> <li>- Generally, compass directions are used accurately and locational language used appropriately to describe places.</li> <li>- Simple maps that include keys and simple grid references are created in a number of contexts.</li> </ul>		<ul style="list-style-type: none"> <li>- Patterns of land use are investigated and described using geographical language</li> <li>- A growing repertoire of geographical vocabulary is selected to describe places.</li> <li>- Generally, compass directions are used accurately and locational language used appropriately to describe places.</li> <li>- Simple maps that include keys and simple grid references are created in a number of contexts.</li> </ul>	
Y3		<p><b>The United Kingdom and Migration</b> <b>Skill Development M2 Basic</b></p> <ul style="list-style-type: none"> <li>- There are some good examples of geographical questions about the characteristics of a location.</li> <li>- When prompted, views about a location are generated with some use of geographical vocabulary to explain them.</li> <li>- Some fieldwork techniques are applied when investigating the local area.</li> <li>- There is an awareness of the range of resources that can be used to investigate a place and identify its characteristics.</li> <li>- With some support from the teacher, knowledge of the countries and cities of the UK is revised and built upon and some of the key features of its regions are explored.</li> <li>- With support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.</li> <li>- There is some awareness of the terms that can be used to describe geographical patterns.</li> <li>- With support from a teacher, similarities and differences between countries are identified.</li> <li>- With support of a teacher, some of the changes to the locality of the school over time are identified and described using geographical language.</li> <li>- With guidance from a teacher, some terminology is used to describe locations geographically</li> <li>- With guidance from a teacher, position and direction is described using some detail and reference to the UK.</li> </ul>		<p><b>Mountains, Volcanoes and Earthquakes</b> <b>Skill Development M2 Basic</b></p> <ul style="list-style-type: none"> <li>- There are some good examples of geographical questions about the characteristics of a location.</li> <li>- When prompted, views about a location are generated with some use of geographical vocabulary to explain them.</li> <li>- Some fieldwork techniques are applied when investigating the local area.</li> <li>- There is an awareness of the range of resources that can be used to investigate a place and identify its characteristics.</li> <li>- With some support from the teacher, knowledge of the countries and cities of the UK is revised and built upon and some of the key features of its regions are explored.</li> <li>- With support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.</li> <li>- There is some awareness of the terms that can be used to describe geographical patterns.</li> <li>- With support from a teacher, similarities and differences between countries are identified.</li> <li>- With support of a teacher, some of the changes to the locality of the school over time are identified and described using geographical language.</li> <li>- With guidance from a teacher, some terminology is used to describe locations geographically</li> <li>- With guidance from a teacher, position and direction is described using some detail and reference to the UK.</li> </ul>	
Y4		<p><b>The Mediterranean</b> <b>Skill Development M2 Advancing</b></p> <ul style="list-style-type: none"> <li>- A developing range of geographical questions are asked and answered accurately.</li> <li>- Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.</li> <li>- A growing range of fieldwork techniques are chosen and applied when investigating the local area.</li> </ul>			<p><b>Biomes and Vegetation</b> <b>Skill Development M2 Advancing</b></p> <ul style="list-style-type: none"> <li>- A developing range of geographical questions are asked and answered accurately.</li> <li>- Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.</li> <li>- A growing range of fieldwork techniques are chosen and applied when investigating the local area.</li> </ul>

		<ul style="list-style-type: none"> <li>- Resources are chosen in order to investigate and describe the characteristics of places.</li> <li>- The names of the countries and cities of the UK are identified and many of the key features of its regions described using geographical vocabulary.</li> <li>- A growing number of European countries are known and their characteristics identified using geographical vocabulary.</li> <li>- There is a good level of application of a growing range of terminology to describe geographical patterns.</li> <li>- Criteria are chosen from a list to help describe the similarities and differences between countries.</li> <li>- Geographical language is selected to describe changed to the locality of the school over time.</li> <li>- When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the UK and the continents of the world, is used.</li> <li>-</li> </ul>			<ul style="list-style-type: none"> <li>- Resources are chosen in order to investigate and describe the characteristics of places.</li> <li>- The names of the countries and cities of the UK are identified and many of the key features of its regions described using geographical vocabulary.</li> <li>- A growing number of European countries are known and their characteristics identified using geographical vocabulary.</li> <li>- There is a good level of application of a growing range of terminology to describe geographical patterns.</li> <li>- Criteria are chosen from a list to help describe the similarities and differences between countries.</li> <li>- Geographical language is selected to describe changed to the locality of the school over time.</li> <li>- When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the UK and the continents of the world, is used.</li> </ul>
<p>Y5</p>	<p><b>The USA</b> <b>Skill Development M3 Basic</b></p> <ul style="list-style-type: none"> <li>- With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.</li> <li>- There is some awareness that physical features of a location affect human activity and some examples are given.</li> <li>- With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.</li> <li>- With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.</li> <li>- There are some good observations about the different representations of a location.</li> <li>- Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.</li> <li>- There is a growing awareness of the countries of <b>North</b> and <b>South America</b> and, with support,, some key characteristics of particular locations are described</li> <li>- With support, changes within locations are described.</li> <li>- There is some awareness of geographical diversity and some good examples are given.</li> <li>- There is some awareness of how geographical regions are linked and some examples are given.</li> <li>- There is some awareness of the key physical and human geographical zones with some examples given.</li> <li>- With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.</li> <li>- With support, maps that identify patterns are created.</li> </ul>	<p><b>Rivers</b> <b>Skill Development M3 Basic</b></p> <ul style="list-style-type: none"> <li>- With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.</li> <li>- There is some awareness that physical features of a location affect human activity and some examples are given.</li> <li>- With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.</li> <li>- With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.</li> <li>- There are some good observations about the different representations of a location.</li> <li>- Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.</li> <li>- There is a growing awareness of the countries of <b>North</b> and <b>South America</b> and, with support,, some key characteristics of particular locations are described</li> <li>- With support, changes within locations are described.</li> <li>- There is some awareness of geographical diversity and some good examples are given.</li> <li>- There is some awareness of how geographical regions are linked and some examples are given.</li> </ul>	<p><b>A local study History/Geography</b> <b>Skill Development M3 Basic</b></p> <ul style="list-style-type: none"> <li>- With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.</li> <li>- There is some awareness that physical features of a location affect human activity and some examples are given.</li> <li>- With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.</li> <li>- With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.</li> <li>- There are some good observations about the different representations of a location.</li> <li>- Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.</li> <li>- There is a growing awareness of the countries of <b>North</b> and <b>South America</b> and, with support,, some key characteristics of particular locations are described</li> <li>- With support, changes within locations are described.</li> <li>- There is some awareness of geographical diversity and some good examples are given.</li> <li>- There is some awareness of how geographical regions are linked and some examples are given.</li> <li>- There is some awareness of the key physical and human geographical zones with some examples given.</li> <li>- With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.</li> <li>- With support, maps that identify patterns are created.</li> </ul>		

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Y6		<p><b>Exploring Shackleton's Antarctic</b> <b>Skill Development M3 Advancing</b></p> <ul style="list-style-type: none"> <li>- A growing range of statistical and other information is selected and used to draw some conclusions about locations.</li> <li>- There is a growing awareness that the range of physical features affects human activity and a variety of good examples are given.</li> <li>- Detailed descriptions and opinions of places justified by using a growing range of geographical resources.</li> <li>- Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.</li> <li>- A number of interesting and pertinent observations about various representations of locations are developed and explored.</li> <li>- There is a good awareness of a wide variety of places and features of the world and how some features have changed over time</li> <li>- There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for change.</li> <li>- There is a growing understanding of the range of geographical diversities that exist and some examples are given.</li> <li>- There is a growing understanding of various links between geographical regions which are described well.</li> <li>- There is a growing understanding of some key physical and human geographical zones with some good examples given.</li> <li>- With increasing independence and application of terminology, knowledge of the world is described well.</li> <li>- Through investigation, patterns are identified and depicted on maps.</li> <li>-</li> </ul>		<p><b>Brazil</b> <b>Skill Development M3 Advancing</b></p> <ul style="list-style-type: none"> <li>- A growing range of statistical and other information is selected and used to draw some conclusions about locations.</li> <li>- There is a growing awareness that the range of physical features affects human activity and a variety of good examples are given.</li> <li>- Detailed descriptions and opinions of places justified by using a growing range of geographical resources.</li> <li>- Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.</li> <li>- A number of interesting and pertinent observations about various representations of locations are developed and explored.</li> <li>- There is a good awareness of a wide variety of places and features of the world and how some features have changed over time</li> <li>- There is a good awareness of the countries of North and <b>South America</b> and a growing depth of understanding of a particular location</li> <li>- There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for change.</li> <li>- There is a growing understanding of the range of geographical diversities that exist and some examples are given.</li> <li>- There is a growing understanding of various links between geographical regions which are described well.</li> <li>- There is a growing understanding of some key physical and human geographical zones with some good examples given.</li> <li>- With increasing independence and application of terminology, knowledge of the world is described well.</li> <li>- Through investigation, patterns are identified and depicted on maps.</li> </ul>

