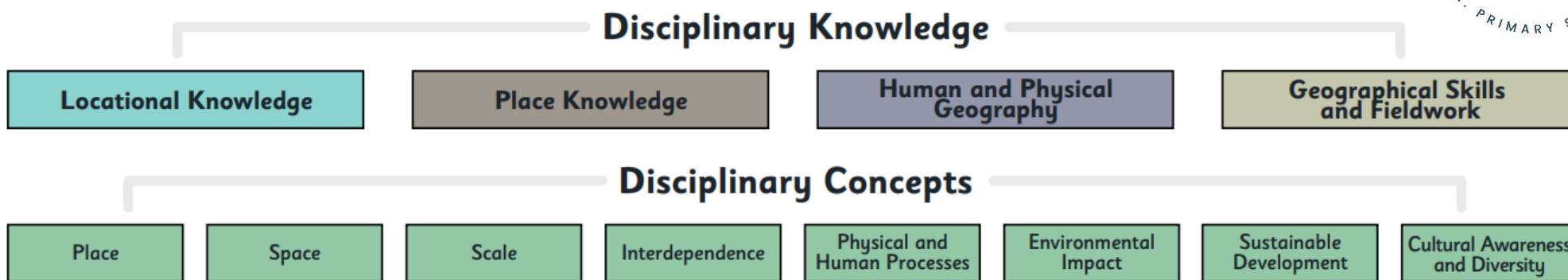


# Malvern Wells Geography Skills Progression



## Curriculum Aims:

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

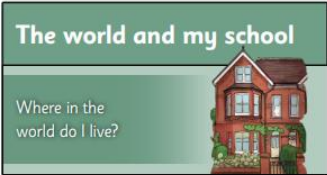
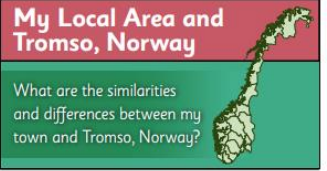
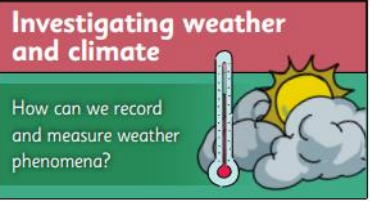
# Skills Progression – Cycle A

EYFS:-

## Understanding the world

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



## Y1/2A

	Place Knowledge	Locational knowledge		Physical and Human Geography		Field work skills
	Place	Space	Scale	Physical and Human processes	Cultural awareness and diversity	
<p><b>Short retrieval</b></p> 	Can I understand that places can have meaning to	<p>Can I understand that the world has seven continents.</p> <p>Can I understand that the UK is split into countries and surrounding seas.</p>	<p>Can I understand how my local area fits within the United Kingdom.</p> <p>Can I understand how my classroom fits within the school.</p> <p>Can I understand how my school fits on the street.</p>	<p>Can I identify seasonal and daily weather patterns in the UK.</p> <p>Can I identify how the weather varies around the world.</p> <p>Can I identify human and physical features</p>		<p>I can use atlases and globes to discover the continents and oceans of the world.</p> <p>I can use compass directions and locational and directional language to describe the location of features on a map.</p>
<p><b>My Local Area and Tromso, Norway</b></p> 	I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city.</p> <p>I understand that Norway is a European country</p>	<p>I can understand that the poles and equator impact the climate on Earth.</p> <p>I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.</p>	I can understand the similarities and differences between my country and other countries.	<p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p> <p>I can use simple fieldwork and observational skills to study the school</p>
<p><b>Investigating weather and climate</b></p> 				<p>I can understand the differences between weather and climate.</p> <p>I can understand that the poles and equator impact the climate on the Earth.</p> <p>I can identify hot and cold areas of the world in relation to the poles and the equator</p>		<p>I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment.</p> <p>I can record weather data. I can present my data. I can analyse data</p>

# Y3/4 A

	Place Knowledge	Locational knowledge		Physical and Human Geography		Field work skills
	Place	Space	Scale	Physical and Human processes	Cultural awareness and diversity	
<p>Short recap</p>	<p>I can understand that people can choose to use land differently, and I can give some examples.</p>	<p>I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets</p>	<p>I can identify some key human and physical features of the UK and my region</p>	<p>I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.</p>
	<p>can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.</p>	<p>I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial</p>	<p>I understand that hamlets, villages, towns and cities are settlements of different sizes.</p>	<p>I understand human processes in the UK, including settlements and land use</p>	<p>I understand that UK settlements rely on different areas of land use to thrive</p>	
	<p>I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples</p>	<p>I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in Campania/South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian</p>	<p>I can understand how my region is an area within England with different-sized settlements. I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. I can understand that England and Italy/Greece are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. I understand human processes in my region and Campania/South Aegean, including settlements and economic activity</p>	<p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres</p>	<p>I can use atlases, maps and globes to locate places and describe features studied</p>

# Y5/6 A

	Place Knowledge	Locational knowledge		Physical and Human Geography		Field work skills
	Place	Space	Scale	Physical and Human processes	Cultural awareness and diversity	
 <p><b>Rivers</b></p> <p>What are the features of my local river?</p>	<p>I can understand that physical features are significant within the local area in which they are located.</p>	<p>I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Severn.</p>		<p>I can identify key features of the River Severn basin, including the source and the mouth.</p> <p>I can understand what rivers are and how they are formed.</p> <p>I can name and explain the different features of rivers</p>		<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt</p>
 <p><b>UK Depth Study</b></p> <p>What is the economic activity of the UK, and how sustainable is it?</p>	<p>I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region</p>	<p>I can identify the location of my region within England.</p> <p>I can use clues to identify my region's key human and physical geographical features and landmarks</p>	<p>can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe</p>	<p>I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time</p>	<p><b>Interdependence</b></p> <p>can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK.</p>	<p><b>Environmental impact</b></p> <p>can outline the environmental impact caused by different economic activities in the UK.</p> <p><b>Sustainable Development</b></p> <p>I can use facts and evidence to judge the sustainability of economic activity in the UK</p>

# Skills Progression – Cycle B

EYFS:-

## Understanding the world

### Understanding the world

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



## Y1/2B

	Place Knowledge	Locational knowledge		Physical and Human Geography		Field work skills
	Place	Space	Scale	Physical and Human processes	Cultural awareness and diversity	
<p><b>The world and my school</b> Where in the world do I live?</p>	Can I understand that places can have meaning to	<p>Can I understand that the world has seven continents.</p> <p>Can I understand that the UK is split into countries and surrounding seas.</p>	<p>Can I understand how my local area fits within the United Kingdom.</p> <p>Can I understand how my classroom fits within the school.</p> <p>Can I understand how my school fits on the street.</p>	<p>Can I identify seasonal and daily weather patterns in the UK.</p> <p>Can I identify how the weather varies around the world.</p> <p>Can I identify human and physical features</p>		<p>I can use simple fieldwork and observational skills to answer geographical questions.</p> <p>I can use directional language to describe a route.</p> <p>I can name and use cardinal directions. I can devise a simple, messy map.</p> <p>I can collect and record simple data. I can present simple data in a chart</p>
<p><b>Our Local Park</b> What is at our local park? How do people get there?</p>	I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area	I can understand how my local park fits within my local area	<p>I can understand human processes in my local area, including settlements and varied land use.</p> <p>I can identify human and physical geographical features in my local area.</p>		
<p><b>My Local Area and Tulum, Mexico</b> What are the similarities and differences between my town and Tulum, Mexico?</p>	I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city.</p> <p>I understand that Mexico is an American country</p>	<p>I can understand that the poles and equator impact the climate on Earth.</p> <p>I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.</p>	I can understand the similarities and differences between my country and other countries.	

# Y3/4 B

	Place Knowledge	Locational knowledge		Physical and Human Geography		Field work skills
	Place	Space	Scale	Physical and Human processes	Cultural awareness and diversity	
<p><b>The United Kingdom</b></p> <p>What are the key geographical features of the UK, and my region?</p>	<p>I can understand that places can have meaning to people. I understand that people can choose to use land in different ways.</p>	<p>I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I can identify some key human and physical features of the UK and my region. I can use compass points, four-figure grid references, symbols, and keys.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England.</p>	<p>I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes that take place in the UK, including settlements.</p>	<p>I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>	
<p><b>Bee conservation</b></p> <p>How can we make our school environment more bee friendly?</p>	<p>I can understand that people can choose to use land differently, and I can give some examples.</p>	<p><b>Environmental Impact</b></p> <p>I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment.</p>	<p><b>Sustainable Development</b></p> <p>I can suggest how to make the school locality more environmentally friendly.</p>	<p>I can recognise how bees are involved in physical processes.</p>		<p>I can carry out a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data.</p> <p>I can analyse data and evaluate fieldwork.</p> <p>I can devise a simple map using information learnt from a geographical enquiry.</p>
<p><b>Greece</b></p> <p>What are the similarities and differences between my region and the South Aegean, Greece?</p>	<p>I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples</p>	<p>I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian</p>	<p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that South Aegean is a region within Greece, with settlements of different sizes.</p> <p>I can understand that England and Greece are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece.</p> <p>I understand human processes in my region and Campania/South Aegean, including settlements and economic activity</p>	<p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres</p>	<p>I can use atlases, maps and globes to locate places and describe features studied</p>

# Y5/6 B

	Place Knowledge	Locational knowledge		Physical and Human Geography		Field work skills
	Place	Space	Scale	Physical and Human processes	Cultural awareness and diversity	
 <p><b>Biomes and ecosystems</b></p> <p>What trees, plants and animals are in our local ecosystems?</p>	<p>I can understand that physical features are significant within the local area in which they are located</p>	<p>I can name biomes and vegetation belts that are found across the world. I can name the biomes and ecosystems found in the UK. I can identify the location of a local Biomes</p>	<p>I can understand that you can find different ecosystems, vegetation belts and biomes within countries.</p>	<p>I can understand how the climate impacts the landscape through biomes and vegetation belts. I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK</p>		<p>I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt. I can use compass points and six-figure grid references to build my knowledge of the world</p>
 <p><b>The United States</b></p> <p>What are the similarities and differences between my region and the Western United States?</p>	<p>I understand that people in a particular region can have a strong identity linked to their region. I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>I can identify the location of my region in England and the key human and physical features of my region. I can identify some of the countries of North America and their capital cities. I can identify some key settlements in the Western USA. I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes. I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones. I can identify how physical geography and climate can affect the type and location of settlements in the Western USA.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region. I can understand that England is a country within the continent of Europe. I can understand that the USA is a country within the continent of North America. I can understand that the West is a region within the USA. I understand that there are states, cities and towns within the West region of the USA. I can make comparisons between my country and the US in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. I can understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Western USA, including settlements and economic activity</p>	<p>I can understand the similarities and differences between my country and other countries and give some examples. I can explain the reasons for these similarities and differences. I can understand that cultural identity may vary from region to region.</p>	