Russell Hall Primary School

Russell Hall Skills Progression

	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locational Knowledge	• I can begin to understand that there are different places around the world and I can discuss what I can see in my local area. • I know the local area is the area around where I live and my school.	• I know there are different places around the world and I can describe what I can see in my local area. • I know the local area is the area around where I live and my school. • I can create a drawing to show my journey from	• I know that I live in Queensbury, in Bradford. • I know that I can walk or drive from my house to my school. • I know the name of some buildings, shops, etc. in my local area. • I know that the UK is made up of 4 countries – England, Northern Ireland, Scotland and Wales. • I can describe the characteristics of the 4 countries.	• I know the names of the seven continents of the world, and I can locate them on maps. • I know the names of the five oceans of the world, and I can locate them on maps. • I can locate the north pole, the south pole and the equator. • I know that London is the capital city of London, and I can locate	• I can locate the countries within the continent of Europe, using maps, globes and digital maps. • I can locate the capital city of France. • I can explore the different regions of France and their human and physical features. • I can identify the position and significance of lines of latitude and longitude, the Equator, the Northern and Southern Hemisphere. • I can identify the Tropics of Cancer and Capricorn and the Arctic and	• I can identify key rivers of the world on maps. • I can locate the river Wharfe on a map and trace its journey from the source to the sea. • I can locate the seven highest peaks on each continent. • I can locate the mountains of the UK. • I can locate areas of the world which are more likely to be affected by volcanoes and earthquakes (Ring of Fire and San Andreas fault).	• I can name and locate counties and cities in the UK. • I can explain the geographical features of counties across the UK and their land use and how this has changed over time. • I can identify urban and rural areas in the UK. • I can locate key coastal regions in the UK. • I can locate key coastal features. • I can explain how the coastal features are changing over time.	• I can locate different countries around the world and identify what continent they are in. • I can identify what environmental region a country is in. • I can locate different countries around the world which have trade links with the United Kingdom. • I can explain what is meant by the global supply chain. • I can locate where electricity is generated in the UK. • I can locate places around

| | | | home to school. | • I know that around the UK are the North Sea, the Irish Sea, the English Channel and the Atlantic Ocean.
• I can name the capital cities of the 4 countries of the UK.
• I can describe the characteristics of the 4 capital cities.
• I know that the weather is usually colder the further north we go because we are getting closer to | London on a map of the UK.
• I know that we live in the City of Bradford, and I can locate Bradford on a map of the UK.
• I know that Rio de Janeiro is a city in Brazil and I can locate it on a map of South America.
• I know which other countries border Brazil.
• I know the ocean on the coastline of Brazil. | Antarctic Circle.
• I can locate the different countries within South America and can identify which of these countries the Amazon rainforest covers.
• I can identify the geographical features of the Amazon rainforest and how these have changed over time. | • I can locate extinct volcanoes in the UK. | • I can locate the countries which make up North America.
• I know that North America is made up of states.
• I can identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
• I can locate key geographical locations in North America, identifying their position in relation to longitude, latitude and time zone. | the world where different food types originate from. |

			the north pole. • I know that the weather is usually warmer the further south we go because we are getting closer to the equator.					
Place Knowledge	• I can explore my school and my local environment.	• I can identify some similarities between my life in Bradford and life in different countries around the world.	• I can identify some similarities and differences between my life in Bradford and life in a place in Africa. • I know that my home and my school are important places to	• I know that there are human and physical differences between the continents of the world and that these are related to where in the world the continent is located.	• I can compare the similarities and differences in geographical human and physical features between the region we live in, to a region in France. • I can understand the geographical similarities and differences	• I can identify similarities and differences in the human and physical features of the river Wharfe and the Amazon river. • I can identify similarities and differences in the human and physical features of a mountain in the UK –	• I can identify the features of cities and explain why cities are located where they are. • I can explain what geographical features make a place suitable for its land use. • I can identify geographical similarities and differences in human and	• I can identify geographical similarities and differences between countries around the world and can explain why based on where in the world they are located. • I can identify similarities and differences between the UK and

me and I can talk about their similarities and differences.
- I can identify the similarities and differences between the 4 capital cities of the UK and of our local area of Bradford.
- I can identify the features of the UK, such as coast, beach, countryside, town, city, forest.
- I know that the weather

- I can look at aerial photos of Bradford and London, including nighttime photos, and discuss the similarities and differences.
- I can identify the similarities in the human and physical geography between Bradford and London.
- I can identify the similarities and difference

between different regions of the world.
- I can identify the key geographical similarities and differences between the Amazon rainforest and a forest close to where we lie in Bradford.
- I can identify reasons for why these locations are different in relation to where they are located in the world.

Snowdon and a mountain in another country – Everest.
- I can explain why some places in the world are more likely to be affected by volcanoes and earthquakes – tectonic plates.

physical features between two UK coastal locations and explore the reasons for differences.
- I can identify geographical similarities and differences in human and physical features between our local area and a region in North America.

locations around the world which have trade links with the UK.
- I can identify similarities and differences between the UK and locations around the world, explaining why resources might not be so easily accessible in some places.

			might be different in one part of the UK compared to another part of the UK.	s in the human and physical geography of London and Rio de Janeiro.				
Human and Physical Geography	• I can discuss the natural environment. • I can locate local services where people work.	• I can explain some of the buildings and living things we might see in our local area and some of the buildings and living things we might find in different countries around	• I can explain some of the buildings and living things we might see in our local area and some of the buildings and living things we might see in Africa. • I can describe the changing seasons and different weathers we experience.	• I can locate places around the world which will be hot or cold in relation to how close to the north/south pole or the equator they are. • I know what the weather might be like in these places. • I can identify key	• I can describe key aspects of the physical and human geography of the region in France. • I can describe key aspects of the physical and human geography of the Arctic and Antarctic, including the climate, and how humans are impacting upon these. • I can identify the human and physical features of a rainforest. • I can describe the climate of	• I can describe the key geographical features of a river and I can identify these on the river Wharfe. • I can identify key human geography of rivers, such as settlement, trade and industry. • I can explain the water cycle. • I can describe the physical geographical features of mountains and mountain ranges, including	• I can describe the key human geography of regions, including types of settlement and land use. • I can identify keys on maps which show how land is used. • I can describe the key human and physical features of coastlines. • I can explain how physical features of coastlines are formed.	• I can explain what a climate zone is. • I can explain what a biome is. • I can explain the geographical features of regions located in different biomes. • I can describe the key geographical features of locations around the world which export products to the UK.

			the world. • I can describe the changing seasons and different weather I experience.	• I know what a human feature and a physical feature is. • I can identify human and physical features in my local area. • I can identify human and physical features of the 4 capital cities of the UK. • I know that we experience four seasons in the UK. • I know that each season has its own typical weather.	human and physical features of cities, towns and villages. • I can compare and contrast human and physical geographical features of cities, looking at photographs of different UK cities. • I can identify the differences in climate between London and Rio de Janeiro and explain	the Amazon rainforest. • I can identify different types of settlements in the Amazon rainforest. • I can describe the economic activity, including trade links, from the Amazon rainforest.	mountain climate and the human features, including settlement and tourism. • I can explain how different types of mountains are formed • I can explain what causes earthquakes and volcanoes. • I can describe the structure of a volcano. • I can explain the impact of volcanoes and earthquakes on humans.	• I can explain how key coastal regions play an important role in trade. • I can explain how tourism impacts upon coastal regions. • I can describe the key physical geographical features of regions across North America, including climate, trade and geographical 'wonders' of North America.	• I can explain why these countries export products to the UK, • I can explain the importance of fair trade. • I can explain how trading has changed over time. • I can explain what settlers need and how this has impacted upon geographical features of locations. • I can explain how electricity is generated and distributed, including renewable sources of energy. • I can explain where our

			• I know that the weather can change over a period of time. • I know that the weather is different depending on how close to the north pole, south pole or equator we are.	the reason for this in relation to where the cities are located. • I can identify human and physical features of Rio de Janeiro.				food comes from. • I can explain the importance of conserving food, water and energy. • I know that access to resources can vary in different locations.
Geographical Skills and Fieldwork	• I can make observations about things I can see around me.	• I can look at maps of the world and globes to help me understand that there are different places around	• I can look at maps of the world and globes to help me understand that there are different places around the world. • I can make observations about	• I know the 4 points on a compass. • I can use the 4 compass points to give directions. • I can visit a city and take photographs of	• I can use maps, atlases, globes and digital/computer mapping to locate regions of France and describe their key geographical features. • I can use maps, atlases, globes and	• I can use maps, atlases, globes and digital/computer mapping to locate rivers. • I can visit a river to observe, measure, record and present the human and	• I can use maps, atlases, globes and digital/computer mapping to locate counties and cities in the UK and to identify urban and rural areas. • I can use fieldwork to observe,	• I can use maps, atlases, globes and digital/computer mapping to locate and describe climate zones and biomes. • I can use maps, atlases, globes and digital/computer mapping to locate

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			the world.	things I can see around me. • I can go for a walk around school and in my local area, following a simple map to find a destination, using directions such as forwards, backwards, left and right. • I can take photographs of human and physical features in my local area. • I can take an aerial tour using digital maps/online maps of the 4	human and physical features. • I can create a map, using a key, of a journey taken in a city. • I can use directional language, using the 4 compass points, to direct someone on a journey in a city. • I can identify human and physical features of Rio de Janeiro on aerial photographs and plan	digital/computer mapping to locate countries and where they are in relation to latitude, longitude, equator, Northern and Southern Hemisphere. • I can use the eight points of a compass. • I can use maps, atlases, globes and digital/computer mapping to locate the Amazon rainforest and to describe the key geographical features. • I can use climate data for the Amazon rainforest and the UK and create	physical features. • I can use topographical (relief) maps to locate mountains and mountain ranges across the UK and the world. • I know the key features and symbols of an OS map. • I can locate Snowdon on an OS map and use an OS map to answer questions about Snowdon. • I can use maps, atlases, globes and digital/computer mapping to identify locations which are more likely to experience volcanic	measure, record and present the human and physical features in the local area using a range of methods, including sketch maps. • I can use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps). • I can use maps, atlases, globes and digital/computer mapping to locate key regions and geographical features in North America.	trade links between the UK and other countries around the world. • I can use maps, atlases, globes and digital/computer mapping to calculate food miles.

			capital cities of the UK. • I can match aerial photos of landmarks from these cities to front facing photos. • I can use words such as near and far to describe the location of places compared to our locality. • I can watch a weather forecast and understand that it is telling us about what the weather is going to be like. • I can use the	perspectives.	climate graphs to make comparisons.	activity and earthquakes.		

			vocabulary of weather to act out a weather forecast. • I can track the weather over a period of time.					
Mapping Skills	• I can draw pictures of places I have been to. • I can identify photographs of places known to me. • I can follow directions.		• I have used a simple picture map to move around the school. • I can draw a simple map of a place I know and use symbols. • I have used picture maps and globes. • I can follow directions (up, down, left/right, forwards/backwards). • I can use 4 compass points to follow/give directions. • I can draw and follow a route on a map. • I can locate and name places on a UK map. • I can identify and use symbols on a map, including using a key. • I have used aerial and plan perspectives of different locations.		• I can locate places on larger scale maps e.g. map of Europe. • I can follow and draw a route on a map. • I have used atlases, aerial photographs and plan drawings. • I can use co-ordinates to locate features on a map. • I can draw a simple scale map and use standard symbols on my map. • I can begin to match boundaries (e.g. find the same boundary of a county on different maps). • I can find places and follow routes on maps of different scales. • I can use 4 compass points to follow and give directions. • I can identify OS symbols on a map. • I can identify different maps for different purposes, e.g. relief map for hills/mountains, road maps for driving, etc.		• I can identify OS symbols on a map. • I can compare different maps of different scales. • I can select a map for a purpose. • I can begin to use atlases to find out about other features of places. • I can measure straight line distance on a plan. • I can begin to draw a variety of thematic maps based on my own data. • I can sketch a map using symbols and a key. • I can use 8 compass points. • I can use 4 figure co-ordinates to locate features on a map. • I can use a scale to measure distances. • I can draw/use maps and plans at a range of scales. • I can draw a variety of thematic maps based on my own data.	

				• I can begin to draw plans of increasing complexity. • I can begin to use 6 figure grid refs and use latitude and longitude on atlas maps.