










Golden Threads – Geography Progression

	<p>Location</p>  <p>Location</p>	<p>Physical Features Human Features Diversity</p>    <p>Physical features Human features Diversity</p>	<p>Physical Processes Human Processes</p>   <p>Physical processes Human processes</p>	<p>Techniques</p>  <p>Techniques</p> <p>Vocabulary Spine</p>
<p>Nursery</p>	<p>Range 4: -Notices detailed features or objects in their environment.</p> <p>Range 5: -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Range 4: -Can talk about some of the things they have observed such as plants, animals, natural and found objects -Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>Range 6: -Knows about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Range 5: -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time</p> <p>Range 6: -Begin to understand the effect their behaviour can have on the environment</p>	<p>Mapping – Classroom/ School/ some local area. Locating areas of significance in class/school. Map work on world map – where they have been on holiday.</p> <p>Range 5: -Shows care and concern for living things and the environment.</p> <p>Range 6: -Talks about the features of their own immediate environment and how environments might vary from one another</p>
<p>Reception</p>	<p>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</p>	<p>Explore the natural world around them (<i>making observations and drawing pictures of animals and plants</i>)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>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> <p>Mapping local area</p> <p>Vocabulary to introduced 'It is similar to' 'It is different because' 'They have x but we have x'</p>

Year 1	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Name, locate the four countries of the United Kingdom. Name and locate the islands in the Channel Islands and the parishes of Jersey.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of Jersey and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and Jersey and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Identify land use around the school.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; use and construct basic symbols in a key.</p>
Year 2	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the islands in the Channel Islands and the parishes of Jersey.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of Jersey and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and Jersey and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Identify land use around the school.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>

<p style="text-align: center;">Year 3</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and label.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom and Channel Islands, geographical regions/parishes.</p> <p>Name and locate the countries of Europe.</p>	<p>Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Identifying human and physical characteristics, including hills, mountains, cities, rivers.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of Jersey.</p>
<p style="text-align: center;">Year 4</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>Name and locate date and time zones, linked to lines of longitude.</p> <p>Identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in Jersey’s bus routes/ports).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>	<p>Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity across the world.</p> <p>Describe and understand key aspects of: physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p>Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the Jersey, United Kingdom/Europe, and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. 	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • Describe geographical diversity across the world. 	<p>Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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