

Geography

Skills Progression

YEAR 1	
National Curriculum:	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country – India <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Identify the human and physical features of the two localities studied Identify seasonal and daily weather patterns in the UK <p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Geographical enquiry:	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions Use information books/pictures as sources of information Investigate their surroundings Make observations about where things are, e.g. within school or local area
Vocabulary:	Playground, left, right, up, down, environment, people, similarities, city, town, village, factory, farmhouse, shop, local, map, compass, weather, seasons, Spring, Summer, Autumn, Winter, hot, cold, rain, sun, icy, frosty

YEAR 2	
National Curriculum:	<p><u>Locational and Place knowledge:</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Geographical enquiry:	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use Non-Fiction books, stories, drawn maps, infant atlases, globes, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.
Vocabulary:	Continent, sea, ocean, location, feature, environment, beach, coast, forest, mountain, sea, river, port, harbour, local, aerial, north, south, east, west, map, compass, traffic, atlas, globe, island, United Kingdom, landmarks, symbols

YEAR 3

National Curriculum:	<p><u>Locational and Place knowledge:</u></p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Geographical enquiry:	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use non-fiction books, stories, junior atlases, globes, pictures/photos and internet as sources of information.
	<ul style="list-style-type: none"> Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
Vocabulary:	urban, settlements, coordinates, key, wind direction, aerial, Europe, landmarks, tourism, region, European country, population, world, similarities, differences, digital, junior atlas, co-ordinates, land use

YEAR 4

National Curriculum:	<p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Geographical enquiry:	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas • Collect and record evidence • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
Vocabulary:	Equator, Tropic of Cancer, Tropic of Capricorn, Northern hemisphere, Southern hemisphere, climate, climate zones, latitude, longitude, precipitation, water cycle, region, north west, north east, south west, south east, letter/number co-ordinates, distribution, energy, topographical features, Ordnance Survey

YEAR 5

National Curriculum:	<p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Geographical enquiry:	<ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations • Collect and record evidence independently

	<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life
Vocabulary:	Primary source, secondary source, Greenwich Meridian, time zones, land use patterns, digital/computer mapping, urban areas, four-figure grid references, medium scale, land ranger maps, rivers, large cities, geographical symbols, contours, environment, environmental change and sustainability

YEAR 6	
National Curriculum:	<p>Locational and Place knowledge:</p> <ul style="list-style-type: none"> -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Geographical enquiry:	<ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Collect and record evidence independently • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Vocabulary:	Coastal, six-figure grid references, route planning, sustainable development, import, export, scale, environmental changes