

## Geography knowledge and Skills Progression

Geography	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas</p> <p>To understand where I live in the local area.</p> <p>To be able to locate St Margaret's at Hasbury Primary School in Halesowen.</p>	<p>Name and locate cities, villages, towns in the UK</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate the UK on a variety of different scale maps.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>Name and locate key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Locate the world's countries, with a focus on Europe (<a href="#">Naples and Campania</a>) and countries of particular interest to pupils. E.g. locate where children are from.</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. (<a href="#">South Wales and Paris</a>)</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities (<a href="#">The Amazon Basin</a>).</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time</p>
<b>Place Knowledge</b>	<p>Describe and explain similarities and differences between places, e.g. the school playground, hall, classroom.</p>	<p>Describe and explain a contrasting locality in the UK .e.g. Town, city, village.</p> <p>Compare and contrast a small area of the United Kingdom</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of a European Country (<a href="#">Paris</a>).</p>	<p>Understand geographical similarities and differences through the study of human and physical</p>	<p>Compare a region in the UK with a region in N. America (<a href="#">California</a>) with significant</p>

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		with that of a non-European country. (Serrekunda)	region of the United Kingdom (East Anglia).		geography of a region of North or South America (The Amazon Basin). .	differences and similarities.
<b>Human and Physical Geography</b>	Identify seasonal and daily weather patterns in the United Kingdom	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Describe and understand key aspects of:  Physical geography including: Water cycle + rivers  Human geography including: types of settlement and land use	Describe and understand key aspects of:  Physical geography including: Mountains, earthquakes + volcanoes	Describe and understand key aspects of:  Physical geography including: rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Human geography including: distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of:  Physical geography including: Climate zones, biomes and vegetation belts.  Human geography including: economic activity including trade link
<b>Vocabulary</b>	near transport far left rain right plan globe autumn dry journey travel seasons	England location Dublin Scotland route Equator Northern Ireland aerial view North Pole landscape South Pole Wales environment	settlement valley mountain community vegetation weathering landscape soil erosion [within weathering] relief map peat port	greenhouse valley warm contour humid height coastal evaporation precipitation distribution condensation import hemisphere	climate/ weather flood plain deposition climate zones meander transportation tributary surface confluence vegetation belts sea level mouth river	migrate sustainability immigrant renewable natural disaster survey population biomes vegetation belts Ordnance Survey longitude climate zones distance

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	long short wide junction narrow town village farm	Irish Sea North London North Sea South Edinburgh English Channel east Cardiff local west Belfast distant behind city desert ocean beach cliff coast forest hill mountain sea river valley soil vegetation seasonal port harbour factory	political map loam harbour cliff clay factory ocean lake office fieldwork transport [carry] industry sketch diagram compass North East South East North West South West weather climate zone polar equator tropical longitude latitude environment	distance export productivity scale natural resources grid reference sustainable man-made materials satellite weathering/erosion hemisphere settlement patterns natural disaster tropical polar urban/ rural trade	grid reference source terrain features industrial grid reference contour lines continent landscape natural sub-continent water cycle population development precipitation evaporation condensation settlement industry tourist excursion scale [maps] contours	Greenwich/Prime Meridian conservation scale Time zone pollution grid reference Northern hemisphere export symbols Southern hemisphere import urban Tropic of Capricorn tropical rural Tropic of Cancer equatorial Equator subterranean congestion latitude location pollution longitude tectonic plates deforestation
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	Year 1	Year 2	Year 3
<b><u>Geographical Skills and Fieldwork</u></b>	<p>Pupils should be taught to:</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries including continents and oceans studied at this key stage.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. E.g. The school playground.</p> <p>Use locational and directional language (eg, Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Pupils should be taught to:</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks. E.g. from the school to the local library.</p> <p>Use simple compass directions (North, South, East, and West) to describe the location of features on a tourist map.</p> <p>Use a camera in the field to help to record what is seen</p> <p>-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.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas</p>	<p>Pupils should be taught to:</p> <p>Use maps, atlases globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Use fieldwork to observe, measure 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>

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	Year 4	Year 5	Year 6
	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, and four-figure grid references.</p> <p>Use fieldwork to observe, measure 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure 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>

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