

Geography Progression of S and K

<p><b>Year 1 National Curriculum objectives:</b> In this unit, children will be taught to:</p>	
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>to begin to explore the language of the continents</li> <li>to locate some seas and oceans linked to their learning</li> </ul>	<p><b><u>Map work</u></b></p> <ul style="list-style-type: none"> <li>Use a simple picture map to move around the school</li> <li>Use relative vocabulary such as bigger, smaller, like, dislike</li> <li>Use directional language such as near and far, up and down, left and right, forwards and backwards</li> <li>Use world maps to identify the UK in its position in the world.</li> <li>Use maps to locate the four countries and capital cities of UK</li> <li>Draw basic maps, including appropriate symbols and pictures to represent places or features -created 3D maps as well</li> <li>Use photographs and maps to identify features</li> </ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>To begin to identify and describe similarities and differences between a familiar location and an unfamiliar location within the United Kingdom – Rural/Urban Willaston vs London</li> <li>Explore a non European country- looked at home around the world no specific 1 location though</li> </ul>	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Add labels onto a sketch map, map or photograph of features</li> <li>Draw simple features</li> <li>Use basic observational skills and record what has been seen (photo, video, verbal description, written observation) drawing pictures on walk around Willaston</li> <li>Use a pro-forma to collect data e.g. tally survey</li> <li>Asking a familiar person prepared questions</li> <li>Recognise a photo or a video as a record of what has been seen or heard</li> </ul>
<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Make enquiries about temperature in different places- Hot locations compared to cold locations around the world</li> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to:</li> </ul> <p>key physical features, including: beach, forest, hill, mountain, river, sea, ocean, river, season and weather</p> <p>key human features, inc. city, town, village, factory, farm, house, shop, school,</p>	

## Geography Progression of skills -Year 2

**Year 2 National Curriculum objectives:** In this unit, children will be taught to:

### Locational knowledge

- name, locate and identify characteristics of the four countries, capital cities and other significant locations in/ of the United Kingdom
- to identify and locate the 7 continents and 5 Oceans on a map
- to locate and identify characteristics of the surrounding seas of the United Kingdom

### Map work

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Map knowledge
- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles
- Making maps
- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

### Place knowledge

- To identify, describe and understand similarities and differences between a small area of the United Kingdom and a contrasting non- European country
- To understand geographical differences and similarities through the study of places linked to topic areas

### Fieldwork

- Carry out a small survey of the local area/school
- Draw simple features and label
- Ask and respond to basic geographical questions
- Use observational skills and record what has been seen using technology
- Use a pro-forma to collect data and draw basic conclusion
- Asking a familiar person prepared questions relating to human and physical geography
- Recognise a photo or a video as a record of what has been seen or heard and use a camera in the field

### Human and Physical Geography

- The find and describe the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, inc. capital city, town, village, factory, farm, house, office, port, harbour, shop, town centre, hospital, transport

- Seaside
- Spain
- Peru

## Geography Progression of skills and knowledge Year 3

**Year 3 Curriculum objectives:** In this unit, children will be taught to:

### Locational knowledge

- Locate the world's countries using a range of map sources focusing on the continents relating to areas of study
- Describe and locate physical and human characteristics of countries, and major cities linked to areas of study
- 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)
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,

### Map work

- Follow a route on a map with some accuracy
- Locate places using a range of maps including OS & digital
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map
- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK
- Try to make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of .....North America
- Ensuring comparison to other places studied prior with some revision if required.

### Fieldwork

*TO begin to:*

*Ask geographical questions*

*Use a simple database to present findings from fieldwork*

*Record findings from fieldtrips*

*Use appropriate terminology*

*Sketching*

*Draw an annotated sketch from observation including descriptive labels*

*Select views to photograph*

*Add titles and labels giving date and location information*

*Consider how photo's provide useful evidence*

*use a camera to make recordings*

*Locate position of a photo on a map*

### Human and Physical Geography

- Pupils will describe and understand key aspects of:
- Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

# Geography Progression of skills and knowledge Year 4

Year 4 Curriculum objectives: In this unit, children will be taught to:	
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries using a range of map sources focusing on the continents relating to areas of study calling upon prior learning</li> <li>• Compare counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, expand on key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Identify and explain the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<p><b><u>Map work</u></b></p> <ul style="list-style-type: none"> <li>• Follow a route on a large scale map</li> <li>• Locate places on a range of maps (variety of scales)</li> <li>• Identify features on an aerial photograph, digital or computer map</li> <li>• Begin to use 8 figure compass and four figure grid references to identify features on a map</li> <li>• Locate Europe on a large scale map or globe,</li> <li>• Name and locate countries in Europe (including Russia) and their capitals cities</li> <li>• Recognise and use OS map symbols, including completion of a key and understanding why it is important</li> <li>• Draw a sketch map from a high viewpoint</li> </ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of .....Ensuring comparison to other places studied prior with some revision if required.</li> </ul>	<p><b><u>Fieldwork</u></b></p> <p><i>To be confident to:</i></p> <ul style="list-style-type: none"> <li>• Use a database to present findings</li> <li>• Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</li> <li>• Ask geographical questions</li> <li>• Use a simple database to present findings from fieldwork</li> <li>• Record findings from fieldtrips</li> <li>• Use appropriate terminology</li> <li>• Sketching</li> <li>• Select views to photograph</li> <li>• Add titles and labels giving date and location information</li> <li>• Consider how photo's provide useful evidence</li> <li>• use a camera to make recordings</li> <li>• Locate position of a photo on a map</li> </ul>
<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will describe and understand key aspects of:</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul>	

- Nantwich
- South America – rain forests
- North America

## Geography Progression of skills and knowledge Year 5

**Year 5 Curriculum objectives:** In this unit, children will be taught to:

### Locational knowledge

- Locate main countries in Europe. Locate and name principal cities.
- Compare 2 different regions in UK rural/urban.
- Locate and name the main counties and cities in England.
- Identify the position and begin to understand the significance of latitude/longitude and the Greenwich Meridian.

### Map work

- *Compare maps with aerial photographs*
- *Select a map for a specific purpose*
- *Begin to use atlases to find out other information (e.g. temperature)*
- *Find and recognise places on maps of different scales*
- *Use 8 figure compasses, begin to use 6 figure grid references.*
- *Locate the world's countries, focus on North & South America*
- *Identify the position and significance of lines of longitude & latitude*
- *Draw a variety of thematic maps based on their own data*
- *Draw a sketch map using symbols and a key,*
- *Use and recognise OS map symbols regularly*

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of .....Ensuring comparison to other places studied prior with some revision if required.

### Fieldwork

To begin to

- *Select appropriate methods for data collection such as interviews,*
- *Use a database to interrogate/amend information collected,*
- *Use graphs to display data collected*
- *Evaluate the quality of evidence collected and suggest improvements*
- *Evaluate their sketch against set criteria and improve it*
- *Use sketches as evidence in an investigation. select field sketching from a variety of techniques*
- *Annotate sketches to describe and explain geographical processes and patterns*
- *Make a judgement about the best angle or viewpoint when taking an image or completing a sketch*
- *Use photographic evidence in their investigations*
- *Evaluate the usefulness of the images*

### Human and Physical Geography

- Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.
- Human geography including trade between UK, Europe and ROW
- Physical geography including volcanoes and earthquakes.
- Distribution of natural resources

## Geography Progression of skills and knowledge Year 6

**Year 6 Curriculum objectives:** In this unit, children will be taught to:

### Locational knowledge

- Locate main countries in Europe and North or South America. Locate and name principal cities.
- Compare 2 different regions in UK rural/urban.
- Locate and name the main counties and cities in England.
- Linking with History, compare land use maps of UK from past with the present.
- Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day

### Map work

*For instance:*

- *Follow a short route on a OS map*
- *Describe the features shown on an OS map*
- *Use atlases to find out data about other places*
- *Use 8 figure compass and 6 figure grid reference accurately*
- *Use lines of longitude and latitude on maps*
- *Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages*
- *Draw plans of increasing complexity*
- *Begin to use and recognise atlas symbols*

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of Syria Ensuring comparison to other places studied prior with some revision if required.

### Fieldwork

*To be confident to:*

- *Select appropriate methods for data collection such as interviews,*
- *Use a database to interrogate/amend information collected,*
- *Use graphs to display data collected*
- *Evaluate the quality of evidence collected and suggest improvements*
- *Evaluate their sketch against set criteria and improve it*
- *Use sketches as evidence in an investigation. select field sketching from a variety of techniques*
- *Annotate sketches to describe and explain geographical processes and patterns*
- *Make a judgement about the best angle or viewpoint when taking an image or completing a sketch*
- *Use photographic evidence in their investigations*
- *Evaluate the usefulness of the images*

### Human and Physical Geography

Pupils will describe and understand key aspects of:

- Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.
- Human geography including trade between UK, Europe and ROW
- Fair/unfair distribution of resources (Fairtrade).
- Physical geography including volcanoes and earthquakes.
- Distribution of natural resources