

Progression and Skill in Geography

Knowledge, Skills and Understanding breakdown for Geography

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
Year 1	<p>To say what they like about their locality.</p> <p>To sort things they like and don't like.</p> <p>To answer some questions using different resources, such as books, the internet and atlases.</p> <p>To think of a few relevant questions to ask about a locality.</p> <p>To answer questions about the weather.</p> <p>To keep a weather chart.</p>	<p>To tell someone their address.</p> <p>To explain the main features of a hot and cold place.</p> <p>To describe a locality using words and pictures.</p> <p>To explain how the weather changes with each season.</p> <p>To name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.</p>	<p>To begin to explain why they would wear different clothes at different times of the year.</p> <p>To tell something about the people who live in hot and cold places.</p> <p>To explain what they might wear if they lived in a very hot or a very cold place.</p>	<p>To identify the four countries making up the United Kingdom.</p> <p>To name some of the main towns and cities in the United Kingdom.</p> <p>To point out where the equator, north pole and south pole are on a globe or atlas.</p>
Year 1 (Challenging)	<p>To answer questions using a weather chart.</p> <p>To make plausible predictions about what the weather may be like later in the day or tomorrow.</p>	<p>To name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'.</p>	<p>To name different jobs that people living in their area might do.</p>	<p>To name a few towns in the south and north of the UK.</p>
Year 2	<p>To label a diagram or photograph using some geographical words.</p> <p>To find out about a locality by using different sources of evidence.</p> <p>To find out about a locality by asking some relevant questions to someone else.</p> <p>To say what they like and don't like about their locality and another locality like the seaside.</p>	<p>To describe some physical features of their own locality.</p> <p>To explain what makes a locality special.</p> <p>To describe some places which are not near the school.</p> <p>To describe a place outside Europe using geographical words.</p> <p>To describe some of the features associated with an island.</p> <p>To describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley.</p>	<p>To describe some human features of their own locality, such as the jobs people do.</p> <p>To explain how the jobs people do may be different in different parts of the world.</p> <p>To understand that people can spoil the area, and this can be done.</p> <p>To think that people try to make the area better and how.</p> <p>To explain what facilities a town or village might need.</p>	<p>To name the continents of the world and find them in an atlas.</p> <p>To name the world's oceans and find them in an atlas.</p> <p>To name the major cities of England, Wales, Scotland and Ireland.</p> <p>To find where they live on a map of the UK.</p>
Year 2 (Challenging)	<p>To make inferences by looking at a weather chart.</p> <p>To make plausible predictions about what the weather may be like in different parts of the world.</p>	<p>To find the longest and shortest route using a map.</p> <p>To use a map, photographs, film or plan to describe a contrasting locality outside Europe.</p>	<p>To explain how the weather affects different people.</p>	<p>To locate some of the world's major rivers and mountain ranges.</p> <p>To point out the North, South, East and West associated with maps and compass.</p>
Year 3	<p>To use correct geographical words to describe a place and the events that happen there.</p> <p>To identify key features of a locality by using a map.</p> <p>To begin to use 4 figure grid references.</p> <p>To accurately plot NSEW on a map.</p> <p>To use some basic OS map symbols.</p> <p>To make accurate measurement of distances within 100Km.</p>	<p>To use maps and atlases appropriately by using contents and indexes.</p> <p>To describe how volcanoes are created.</p> <p>To describe how earthquakes are created.</p> <p>To confidently describe physical features in a locality.</p> <p>To locate the Mediterranean and explain why it is a popular holiday destination.</p> <p>To recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE).</p>	<p>To describe how volcanoes have an impact on people's lives.</p> <p>To confidently describe human features in a locality.</p> <p>To explain why a locality has certain human features.</p> <p>To explain why a place is like it is.</p> <p>To explain how the lives of people living in the Mediterranean would be different from their own.</p>	<p>To name a number of countries in the Northern Hemisphere.</p> <p>To locate and name some of the world's most famous volcanoes.</p> <p>To name and locate some well-known European countries.</p> <p>To name and locate the capital cities of neighbouring European countries.</p> <p>To be aware of different weather in different parts of the world, especially Europe.</p>
Year 3 (Challenging)	<p>To work out how long it would take to get to a given destination taking account of the mode of transport.</p>	<p>To explain why a locality has certain physical features.</p>	<p>To explain how people's lives vary due to weather.</p>	<p>To name the two largest seas around Europe.</p>

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Year 4	<p>To carry out a survey to discover features of cities and villages.</p> <p>To find the same place on a globe and in an atlas.</p> <p>To label the same features on an aerial photograph as on a map. SPSU</p> <p>To plan a journey to a place in England.</p> <p>To accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.).</p>	<p>To describe the main features of a well-known city.</p> <p>To describe the main features of a village.</p> <p>To describe the main physical differences between cities and villages.</p> <p>To use appropriate symbols to represent different physical features on a map.</p>	<p>To explain why people are attracted to live in cities.</p> <p>To explain why people may choose to live in a village rather than a city.</p> <p>To explain how a locality has changed over time with reference to human features.</p> <p>To find different views about an environmental issue. What is their view.</p> <p>To suggest different ways that a locality could be changed and improved.</p>	<p>To locate the Tropic of Cancer and the Tropic of Capricorn.</p> <p>To know the difference between the British Isles, Great Britain and UK.</p> <p>To know the countries that make up the European Union.</p> <p>To name up to six cities in the UK and locate them on a map.</p> <p>To locate and name some of the main islands that surround the UK.</p> <p>To name the areas of origin of the main ethnic groups in the UK & in their school.</p>
Year 4 (Challenging)	To give accurate measurements between 2 given places within the UK.	To explain how a locality has changed over time with reference to physical features.	To explain how people are trying to manage their environment.	<p>To name the counties that make up the home counties of London.</p> <p>To name some of the main towns and cities in Yorkshire and Lancashire.</p>
Year 5	<p>To collect information about a place and use it in a report.</p> <p>To map land use.</p> <p>To find possible answers to their own geographical questions.</p> <p>To make detailed sketches and plans; improving their accuracy later.</p> <p>To plan a journey to a place in another part of the world, taking account of distance and time.</p>	<p>To explain why many cities of the world are situated by rivers.</p> <p>To explain how a location fits into its wider geographical location; with reference to physical features.</p> <p>To explain how the water cycle works.</p> <p>To explain why water is such a valuable commodity.</p>	<p>To explain why people are attracted to live by rivers.</p> <p>To explain how a location fits into its wider geographical location; with reference to human and economical features.</p> <p>To explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>To name and locate many of the world's major rivers on maps.</p> <p>To name and locate many of the world's most famous mountain regions on maps.</p> <p>To locate the USA and Canada on a world map and atlas.</p> <p>To locate and name the main countries in South America on a world map and atlas.</p>
Year 5 (Challenging)	To work out an accurate itinerary detailing a journey to another part of the world.	To explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.	To report on ways in which humans have both improved and damaged the environment.	To begin to recognise the climate of a given country according to its location on the map.
Year 6	<p>To confidently explain scale and use maps with a range of scales.</p> <p>To choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>To make careful measurements and use the data.</p> <p>To use OS maps to answer questions.</p> <p>To use maps, aerial photos, plans and web resources to describe what a locality might be like.</p>	<p>To give extended descriptions of the physical features of different places around the world.</p> <p>To describe how some places are similar and others are different in relation to their human features.</p> <p>To accurately use a 4 figure grid reference.</p> <p>To create sketch maps when carrying out a field study.</p>	<p>To give an extended description of the human features of different places around the world.</p> <p>To map land use with their own criteria.</p> <p>To describe how some places are similar and others are different in relation to their physical features.</p>	<p>To recognise key symbols used on Ordnance Survey maps.</p> <p>To name the largest desert in the world.</p> <p>To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</p> <p>To explain how the time zones work.</p>
Year 6 (Challenging)	<p>To define geographical questions to guide their research.</p> <p>To use a range of self-selected resources to answer questions.</p>	<p>To plan a journey to another part of the world which takes account of time zones.</p> <p>To understand the term sustainable development. To use it in different contexts.</p>	<p>To explain how human activity has caused an environment to change.</p> <p>To analyse population data on two settlements and report on findings and questions raised.</p>	<p>To name and locate the main canals that link different continents.</p> <p>To name the main lines of latitude and meridian of longitude.</p>



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National Curriculum Requirements of Geography at Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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
- 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, including: city, town, village, factory, farm, house, office, port, harbour and shop
 - Geographical skills and fieldwork
 - 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 (e.g. '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.

National Curriculum Requirements of Geography at Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location knowledge

- 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
- 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)

Place knowledge

- 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 Pupils should be taught to:
- **Human and physical geography**
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, 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
- **Geographical skills and fieldwork**
- 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 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.