

Geography Knowledge and Skills Progression

| Core Skills: | | | | | |
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| Active Learning | Basic Skills | | Creative Thinking | | |
| <ul style="list-style-type: none"> To seek out and enjoy challenges To collaborate with others To show commitment and perseverance Assess themselves and others | <ul style="list-style-type: none"> To speak clearly and convey ideas confidently To read and communicate ideas in writing efficiently & effectively To calculate efficiently and apply skills to solve problems To use new technologies confidently and purposefully | | <ul style="list-style-type: none"> To ask questions to extend thinking To generate ideas and explore possibilities To overcome barriers by trying out alternatives To connect ideas and experiences in inventive ways | | |
| Year 1 | | | | | |
| Locational Knowledge | Place Knowledge | Human and Physical Geography | Skills and Field work | Skills | |
| <ul style="list-style-type: none"> Know the names of the four continents that make up the UK and name the three main seas that surround the UK Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland | <ul style="list-style-type: none"> Know features of hot and cold places in the world | <ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK (weekly teaching) Know and recognise main weather symbols (weekly teaching) Know the main differences between city, town and village | <ul style="list-style-type: none"> Know their address including post code | <p><u>Multi-structural</u></p> <ul style="list-style-type: none"> Begin to clarify understanding about places by asking and responding to questions. Begin to explain their likes and dislikes when discussing a location. Begin to use simple sources of information to recognise and describe features Begin to draw a simple sketch of the features they have observed. <hr/> <p><u>Relational</u></p> <ul style="list-style-type: none"> Begin to recognise and describe the human and physical features of a place Begin to observe a location and discuss likes and dislikes. (<i>Observe: collect information about</i>) Begin to analyse a source of information to describe the features of a location Begin to apply a broader knowledge about locations when presenting information to a wider audience <hr/> <p><u>Extended Abstract</u></p> <ul style="list-style-type: none"> Begin to describe and reflect on the human and physical features of a place. Begin to assess the attractiveness and unattractiveness of the environment, and elaborate on specific features Create a simple source that begins to demonstrate an understanding to the different ways that information can be collected and presented (E.g. A simple map, chart or table) Begin to evaluate the attractiveness and unattractiveness of an aspect of the environment | |

Year 2

| Locational Knowledge | Place Knowledge | Human and Physical Geography | Skills and Field work | Skills |
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| <ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world | <ul style="list-style-type: none"> • Know the main differences between a place in England and that of a small place in a non-European country | <ul style="list-style-type: none"> • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Explain some of the advantages and disadvantages of living in a city or village | <ul style="list-style-type: none"> • Know where the equator, North Pole and South Pole are on a globe • Know which is N, E, S, W on a compass • Know and use terminologies left, right, below, next to (link to maths) | <p>Multi-structural</p> <ul style="list-style-type: none"> • Clarify understanding about places by asking and responding to questions. • Explain their likes and dislikes when discussing a location. • Use simple sources of information to recognise and describe features • Draw a simple sketch of the features they have observed. <hr/> <p>Relational</p> <ul style="list-style-type: none"> • Recognise and describe the human and physical features of a place and make simple comparisons • Observe a location and discuss likes and dislikes. (<i>Observe: collect information about</i>) • Analyse a source of information to describe the features of a location • Apply a broader knowledge about locations when presenting information to a wider audience. <hr/> <p>Extended Abstract</p> <ul style="list-style-type: none"> • Describe and reflect on the human and physical features of a place. • Create a source that demonstrates an understanding of the different ways that information can be collected and presented. (E.g. A simple map, chart, table, survey etc.) • Evaluate the attractiveness and unattractiveness of the environment and discuss some specific features. |

| Year 3 | | | | |
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| Locational Knowledge | Place Knowledge | Human and Physical Geography | Skills and Field work | Skills |
| <ul style="list-style-type: none"> • Know the names of, and locate, at least eight European countries. (look at location of Volcanoes and label around it/ Study through starters and map skills) • Know the names of, and locate, at least eight counties and at least six cities in England (starters and map skills) • Know the names of four countries from the southern and four from the northern hemisphere (starters and map skills) | <ul style="list-style-type: none"> • Know at least five differences between living in the UK and a Mediterranean country | <ul style="list-style-type: none"> • Know what causes an earthquake • Label the different parts of a volcano | <ul style="list-style-type: none"> • Use maps to locate European Countries and capitals (map skills) • Know and name the eight points of a compass (link to PE and Maths) | <p>Multi-structural</p> <ul style="list-style-type: none"> • Begin to compare different places by asking and responding to questions. • Begin to use describe places and landmarks using a range of sources (e.g. aerial photographs and maps) • Begin to draw more detailed sketches of the features they have observed. • Begin to describe the ways that people can improve and damage the environment. |
| | | | | <p>Relational</p> <ul style="list-style-type: none"> • Begin to analyse the human and physical features of different localities • Observe a location and begin to record information through sketches, questionnaires and surveys • Begin to combine sources of information to provide a broader picture of a location (e.g. a map with additional sketches that highlight specific features) • Begin to summarise the different ways that people can improve or damage the environment |
| | | | | <p>Extended Abstract</p> <ul style="list-style-type: none"> • Begin to compare a range of sources and use them to generalise about the human and physical features of different localities • Measure, record or interpret data and begin to reflect on the information it provides. • Begin to create a range of sources that demonstrate an understanding of the different ways that information can be collected and presented. • Begin to evaluate the impact that people can have on the environment |

| Year 4 | | | | |
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| Locational Knowledge | Place Knowledge | Human and Physical Geography | Skills and Field work | Skills |
| <ul style="list-style-type: none"> • Know the names of, and locate, at least eight major capital cities across the world (starters and map skills) • Know where the main mountain regions are in the UK (starters and map skills) • Know, name and locate the main rivers in the UK <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. (starters</p> | | <ul style="list-style-type: none"> • Know why most cities are located by a river | <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian | <p>Multi-structural</p> <ul style="list-style-type: none"> • Compare different places by asking and responding to questions. • Describe places and landmarks using a range of sources (e.g. aerial photographs and maps) • Draw more detailed sketches of the features they have observed. • Describe the ways that people can improve and damage the environment. |
| | | | | <p>Relational</p> <ul style="list-style-type: none"> • Analyse the human and physical features of different localities • Observe a location and record information through detailed sketches, questionnaires and surveys • Combine sources of information to provide a broader picture of a location or geographical process (e.g. a map with additional sketches that highlight specific features) • Summarise the different ways that people can improve or damage the environment |
| | | | | <p>Extended Abstract</p> <ul style="list-style-type: none"> • Compare a range of sources and use them to generalise about the human and physical features of different localities • Measure and record data and reflect on the information it provides. • Create a range of sources that demonstrate an understanding of the different ways that information can be collected and presented. • Evaluate the impact that people can have on the environment |

| | | Year 5 | | |
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| Locational Knowledge | Place Knowledge | Human and Physical Geography | Skills and Field work | Skills |
| <ul style="list-style-type: none"> • Know the names of a number of European capitals (starters and map skills) • Know the names of, and locate , a number of South or North American countries (starters and map skills) | <ul style="list-style-type: none"> • Know key differences between living in the UK and in a country in either North or South America (Link to Fair trade) | <ul style="list-style-type: none"> • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is. (link to fair trade) | <ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world. | <p><u>Multi-structural</u></p> <ul style="list-style-type: none"> • Begin to formulate questions to gather specific information and data. • Begin to examine a range of sources to develop an understanding of key human and physical features. • Begin to describe how a range of physical and human processes can change the environment. <p><u>Relational</u></p> <ul style="list-style-type: none"> • Begin to identify and summarise different views about a geographical issue. • Collect information from a variety of sources and begin to analyse the results to identify patterns. • Begin to combine a range of sources to provide a detailed picture of a location or geographical process. • Begin to observe and explain some of the ways that human activities affect the environment. <p><u>Extended Abstract</u></p> <ul style="list-style-type: none"> • Begin to judge the validity of different views on geographical issues, forming opinions and conclusions about them. • Collect information from a variety of sources and begin to use the results to hypothesise about reasons for particular patterns, behaviours or reactions. • Create a range of sources that demonstrates an understanding of the different ways that information can be presented and begin to appreciate the impact that this can have on the audience. • Begin to evaluate the impact of human and physical processes on the environment and identify some of the ways that people/groups attempt to manage this impact. |

