



Sandfield Primary School.

Knowledge and Skills Progression in Geography

Intent: To inspire in pupils a curiosity and fascination about the world and its people.

Skills, knowledge and vocabulary are taught through a two-year cycle phased approach.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Understand how some places are linked to other places e.g. roads, trains.	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas</p>	<p>Identify where counties are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK.</p>	<p>Recognise the different shapes of continents</p> <p>Demonstrate knowledge of features about places around them and beyond the UK</p> <p>Identify where countries are within Europe, including Russia</p> <p>Recognise that people have differing qualities</p>	<p>Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day.</p> <p>Recognise different shapes of countries.</p> <p>Identify the physical characteristics and key topographic</p>	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.

		surrounding the United Kingdom.		<p>of life living in different locations and environments.</p> <p>Know how a locality is set within a wider geographical context.</p>	<p>features of the countries within North America.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent.</p>	<p>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 landuse patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>
--	--	---------------------------------	--	---	--	--

						Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Human and Physical Geography	Describe and identify seasonal and daily weather patterns and changes in the UK.	Identify seasonal and daily weather patterns in the United Kingdom and the location of the 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,	Explain about weather conditions/ patterns around the UK and parts of Europe. Identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.	Describe human features of UK regions, cities and/or counties. Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality Describe how people have been affected by changes in the environment. Explore weather patterns around parts of the world.	Understand weather patterns around the world and relate these to climate zones. Know how rivers erode, transport and deposit materials Know about the physical features of coasts and begin to understand erosion and deposition. Understand how humans affect the environment over time. Know about changes to world	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of 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>season and weather.</p> <p>Use basic geographical vocabulary to try and refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>			<p>environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade)</p>	
Place Knowledge	<p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in local community.</p> <p>Know about presents changes in local environment. Suggest ideas about changing the school environment.</p>	<p>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.</p>	<p>Recognise there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other</p>	<p>Know about the wider context of places – region, country</p> <p>Understand why there are similarities and differences between places.</p>	<p>Know about the wider context of places – region, country.</p> <p>Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</p>

					Understand why there are similarities and differences between places	
Geographical Skills	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography and its grounds.</p> <p>Use simple maps of the local area. E.g. large scale, pictorial.</p> <p>Use locational and directional language. E.g. near and far, left and right.</p> <p>Make simple maps and plans, e.g. pictorial, place and story.</p>	<p>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.</p> <p>Use simple compass directions (N, S, E, W) and locational directional language e.g. near and far, left and right to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan</p>	<p>Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features.</p> <p>Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc.</p> <p>Ask and respond to geographical questions e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that?</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Explore features on OS maps using four figure grid references.</p>	<p>Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</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 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</p>

		<p>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 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.</p>	<p>Recognise that different people hold different views about an issue and begin to understand some reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil,</p>	<p>Draw accurate maps with more complex keys.</p> <p>. Plan the steps and strategies for an enquiry.</p>		<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc to support decision making about the location of places e.g. new bypass.</p>
--	--	--	---	--	--	---

			<p>mountain, port, harbour, factory Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork instruments e.g. cameras, rain gauge.</p> <p>Use four figure grid references.</p> <p>Use the 8 points of a compass.</p> <p>Make plans and maps using symbols and keys</p>			
<p>Useful Vocabulary – some examples</p>	<p>school roads street house bridge transport route weather climate summer winter autumn</p>	<p>Africa Antarctica Asia Australia Europe North America South America Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Antarctic Ocean</p>	<p>ash cloud core after shock crater crust dormant eruption extinct landslides magma Richter Scale magnitude</p>	<p>settlement land use economic activity tundra savannah tropical forest valley contour humid evaporation precipitation condensation</p>	<p>source stream tributary watershed estuary floodplain flow meander mouth sea level deposition confluence</p>	<p>economy finance industry leisure trade links natural resource energy minerals manufacture pollution climate change fossil fuels</p>

	spring seasons wind snow rain hail fog wet hot cold far near town village shop world place	Arctic Ocean England Scotland Northern Ireland Eire Wales north south east west North Pole South Pole Irish Sea North Sea English Channel beach cliff coast forest mountain sea river soil valley vegetation season weather city town village factory farm house office	velocity seismic waves plate tectonics Ring of Fire mantle fieldwork sketch North East South East North West South West Compass Polar Longitude Latitude Equator environment tropical climate zone weathering erosion	natural resources man – made resources hemisphere tropical urban rural satellite settlement patterns inland distance scale grid reference import export	vegetation belts terrain features irrigation arid ground water delta ox-bow lake water cycle scale contours tourist development transportation	greenhouse gases migrate disperse sustainability natural resources canopy Ordinance Survey indigenous immigrant Greenwich/Prime Meridian time zone Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn biomes renewable conservation
--	--	---	---	--	---	--

		port harbour shop				
--	--	-------------------------	--	--	--	--