

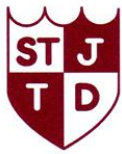


Progression of knowledge & skills in Geography

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Locating	Name, locate & identify 4 countries & capital cities of UK and surrounding seas Summer One Identify characteristics of 4 countries Summer One	Name and locate 7 continents and 5 oceans Autumn Two, Summer Two Identify the equator & North & South poles Autumn Two	Locate the main countries of Europe inc. Russia. Spring Two Identify capital cities of Europe. Spring Two Identify the position of Equator, N. and S. Hemisphere & Tropics of Cancer and Capricorn. Spring Two	On a world map, locate areas environmental regions, countries & major cities in N & S America. Spring One, Spring Two	Locate and name the main counties, key topographical features and cities in England. Spring Two	Locate and name boroughs of London Summer One
	Place Knowledge	Describing	Study human & geographical features of local area Autumn One	Study human & geographical features of small area in non-European country Spring One	Study human & geographical features of small area in European country Spring Two	Study human & geographical features of small area in N America & S America Spring One, Spring Two	Study human & geographical features of different areas in UK Spring Two
Comparing		Begin to make simple comparisons of human & physical features of local area & other contrasting non-European countries Summer One	Identify similarities & differences between human & physical features between local area & small area of non-European country Spring One	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Spring Two	Compare a region of the UK with a region in N America & S America with distinct differences Spring One, Spring Two	Compare 2 different regions in UK rural/urban. Spring Two	Compare London in different time periods, exploring how land use has changed over time Summer One
Human & Physical Geography	Identifying patterns	Identify seasonal weather patterns in the UK Summer One	Locate hot and cold areas of the world in relation to the Equator and the North & South Poles Autumn Two, Summer Two Identify daily weather patterns using fieldwork equipment Autumn Two		Understand the significance of Arctic & Antarctic circles Spring One Understand the significance of time zones Understand the significance of the Tropics of Cancer & Capricorn		Identify the position and significance of latitude/longitude and the Greenwich Meridian. Summer One
	Understanding	Understand seasonal weather patterns are different around the world and how they can vary from year to year Summer One	Understand how weather patterns relate to proximity to Equator Autumn Two, Summer Two Understand the impact of one aspect of climate change Autumn Two	Understand types of settlements & land use in Early Britain Autumn One Understand how economic activity including trade links impacted on physical landscape. Autumn One Understand key aspects of water cycle. Spring One Understand how climate change can affect an industry Spring Two	Understand key aspects of earthquakes & climate zones. Spring One, Spring Two Understand key aspects of mountains & volcanoes Autumn Two Understand how climate change can impact natural features Autumn Two, Spring Two Explore distribution of natural resources eg key rivers & vegetation belts/biomes (S America) & minerals (N America) in relation to settlement sites. Spring One, Spring Two Identify renewable energy sources Spring One Investigate types of settlements in Saxon Britain.	Understand key aspects of rivers. Spring One Look at issues facing rivers Spring One Explore types of settlements in Viking Britain & land use near rivers Autumn One, Spring One Investigate types of settlements in modern Britain: villages, towns, cities. Spring Two Understand how settlements & land use have changed over time Autumn One, Autumn Two	Explore distribution of natural resources eg energy & food Spring One Understand the impact of renewable energy sources Spring One Understand how settlements & land use has changed over time Spring One, Spring Two



	Vocabulary	Use basic geographical vocab to describe human & physical features; city, town, village, farm, house, shop, beach, forest, mountain Autumn One, Summer One	Use more complex geographical vocab to describe human & physical features; harbour, port, coast, valley, vegetation, cliff, soil Spring One	Use range of topic-specific geographical terms related to water cycle Spring One	Summer One Use range of topic-specific geographical terms related to earthquakes, mountains, volcanoes, biomes & vegetation belts and climate zones Autumn Two, Spring One, Spring Two	Use range of topic-specific geographical terms related to rivers Spring One	Use range of topic-specific geographical terms related to energy Spring One
Geographical skills	Geographical enquiry	Ask geographical questions Autumn One Use simple observational skills to study the school grounds Autumn One	Ask and answer simple geographical questions Spring One Use simple observational skills to study the school grounds and the surrounding area Autumn Two Use fieldwork equipment to measure weather eg rain gauge, outdoor thermometers Autumn Two	Follow a teacher-led geographical enquiry eg which is the busiest local road? Spring One Present simple results Spring One Draw simple conclusions Spring One Use fieldwork equipment eg trundle wheels Spring One	Plan a class geographical enquiry Summer One Communicate findings in ways appropriate to the task Summer One Analyse evidence and draw conclusions Summer One	Plan steps & strategies for a group geographical enquiry Spring One, Spring Two Communicate findings in ways appropriate for the audience Spring One, Spring Two	Use maps, charts & data to support decision making about geographical issues eg a new bypass Spring One
	Using maps	Use a simple picture map to locate things around school Autumn One Recognise that a map is a picture of a place Autumn One Use an infant atlas to locate UK Summer One	Follow a route on a map within school Summer Two Use a plan view Summer Two Use an infant atlas to locate 7 continents & 5 oceans and countries studied Autumn Two, Summer Two	Follow a route on a map within local area Spring One Use scales on maps to calculate straight line distances Spring One Use letter/number coordinates to locate features on a map Spring One	Follow a route on a map on a trip Summer One Use letter/number coordinates to locate features on a map Autumn Two	Plan a route on a local map Spring One Use thematic maps to find out about features of places Spring Two Select a map for a purpose Spring Two Use 4 figure coordinates to locate features on a map Spring Two	Follow a short route on an OS map Summer One Plan a route for a longer journey (school journey) Summer One Use 4 figure coordinates to locate features on a map Summer One
	Scale	Use relative distance vocabulary – bigger, smaller Autumn One	Begin to spatially match places – recognise UK on small & large scale maps Summer Two	Begin to match boundaries (find same boundary of a country on different scale maps) Spring Two	Find & recognise places on maps of different scales Spring One, Spring Two Measure straight line distances on a plan Autumn Two	Use a scale to measure straight line distances on maps & plans Spring Two	Use a scale to measure curved line distances on maps & plans using string Summer One
	Direction	Follow directions – up, down, left, right, forwards, backwards Autumn One	Follow directions - North, South, East, West Summer Two	Use 4 compass points to follow & give directions Spring Two	Use 4 compass points to follow & give directions Autumn Two Use 8 compass points to follow directions Autumn Two	Use 6 figure grid references Spring Two	Use latitude & longitude on atlas maps Summer One



Communication	<p>Map-making</p>	<p>Draw picture maps of imaginary places and settings from stories. <i>Autumn One</i> Draw simple maps of local area in straight line eg parade of shops. <i>Autumn One</i> Use own symbols on imaginary map <i>Autumn One</i></p>	<p>Draw sketch maps of real or imaginary places. <i>Summer Two</i> Use aerial photographs to add detail <i>Summer Two</i> Begin to understand need for a key. <i>Summer Two</i> Use class-agreed symbols to make a simple key. <i>Summer Two</i></p>	<p>Draw sketch maps of short routes experienced, with features in correct order. <i>Spring One</i> Try to make simple scale drawing <i>Spring One</i> Know why a key is needed. <i>Spring One</i> Create own key. <i>Spring One</i></p>	<p>Draw sketch maps of short routes experienced, with features in correct order. <i>Summer One</i> Make simple scale drawing <i>Summer One</i> Know why a key is needed. <i>Autumn Two</i> Use OS symbols in key. <i>Autumn Two</i></p>	<p>Draw plan view maps with some accuracy. <i>Spring Two</i> Draw sketch maps on squared paper to support scale. <i>Spring Two</i> Use atlas symbols in key. <i>Spring Two</i></p>	<p>Draw thematic maps based on own data. <i>Summer One</i> Draw plan maps of increasing complexity. <i>Summer One</i> Draw sketch maps, paying increasing attention to scale/distance. <i>Summer One</i></p>
---------------	-------------------	---	---	--	--	---	---