



## Park Grove Primary Academy: National Curriculum Knowledge and Skill Progression in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>Understand that a world map shows all the countries in the world – locate the countries where class members come from</li> </ul>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries of Europe (including the location of Russia)</li> <li>Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc)</li> <li>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> </ul>	<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> <li>understand the term 'climate zones' and identify some differing ones. Discuss global warming and its implications</li> <li>understand the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries of North and South America focusing on environmental regions, key physical and human characteristics and major cities</li> <li>Use 4 figure grid references to read maps</li> <li>Make connections between the Equator, the tropics and North/South America</li> <li>Compare 2 different regions rural/urban</li> </ul>	<ul style="list-style-type: none"> <li>Use 6 figure grid references to read a map</li> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers</li> <li>Understand how these features have changed over time</li> </ul>
Key Vocabulary	county, country, York, United Kingdom, globe England, Ireland, Scotland, Wales, continent, Africa, Asia, Europe, North America, South America, Antarctica, Oceania, Atlantic, Pacific, equator Identify, locate, key, change, develop, know, name, affect, transport, route, major, community, resident, traditional		Equator, Northern Hemisphere, Southern Hemisphere, Tropics of cancer and Capricorn, Arctic and Antarctic circle		latitude, longitude	



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Place Knowledge	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Know the position and significance of the Equator, Tropic of Cancer and Tropic of Capricorn</li> <li>Compare a region of the UK with a contrasting region (Europe/N&amp;S America) – identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Focus on areas of Earth with a particular climate and living things (Biome) tundra, desert, grassland, rainforest</li> <li>Identify where these are in the world</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of time zones</li> <li>Know key human and physical characteristics of major world cities</li> </ul>	<ul style="list-style-type: none"> <li>On a world map locate the main countries in Africa, Asia, Australasia/Oceania. Identify their main environmental regions and major cities</li> <li>Understand the significance of latitude and longitude</li> <li>Identify oceans on a map</li> </ul>
Key Vocabulary			<p>Locality, location, boundary, border, pattern, analyse, consists, data, define, estimate, evident, available, benefit, indicate, significant, orientation, region, currency, accommodation</p>			



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Human and Physical Geography	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>identify the human and physical features of two localities studied</li> </ul>	<ul style="list-style-type: none"> <li>identify the human and physical features of two localities studied</li> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of volcanoes – cause and effect</li> <li>ask and answer questions about volcanoes and draw diagrams featuring accurate vocabulary</li> <li>study how human Geography has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>While studying history/historical figures or groups investigate why they chose to settle where they did, what settlements were like, how the land was used and how it's changed over time, how it's different today</li> </ul>	<ul style="list-style-type: none"> <li>Rivers and the water cycle including transpiration</li> <li>Use language of erosion, deposition and transportation</li> <li>Explain the process of rivers</li> <li>Compare how river use has changed over time and the impact on trade in history</li> <li>Research and discuss how water affects the environment, settlement, environmental changes and sustainability</li> <li>Human geography including trade between UK and Europe</li> <li>Fair/unfair distribution of resources (Fairtrade) discuss where food comes from identify trade links for items (eg coffee, chocolate, bananas), debate fair trade</li> </ul>	<ul style="list-style-type: none"> <li>Explore earthquakes/natural disasters (floods/tsunamis)</li> <li>Describe and explain the processes that cause natural disasters</li> <li>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources</li> <li>Explore local settlements pre/post war, draw conclusions and develop informed reasons for the changes</li> </ul>
Key Vocabulary	cliff, coast, forest, mountain, ocean, river, soil, valley, vegetation, season, city, town, village, hamlet, factory, farm, house, office, port, harbour, shop, tourist, tourism, weather, north east, south, west		climate zones, biomes contour, height, valley, Prime/Greenwich Meridian water cycle, climate, condensation, evaporation, environment	urban,rural, industrial, land use, sustainability, tributary, trade links, settlement, vegetation belts, rivers, mountains, volcanoes and earthquakes the erosion, deposition, transportation, headland, volcanoes, earthquakes, impact, negative, distribute, economy, source, resources, sustainable, global import/export, migration issue, percent, proceed, research, role ,survey		

Links to SMSC: Handling artefacts from other countries. Charity work. Fieldwork. Skyping another country. Forest school/outdoor learning



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Geographical Skills and Enquiry	<ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the school and local area; devise a simple map; and use and construct basic symbols in a key</li> <li>• use fieldwork skills to discover the surrounding environment of the school; roads, parks, river, shops</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• understand the eight points of a compass and use to explain/identify points on a map</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and use four and grid references</li> <li>• identify local features on a map and use 4 figure grid references to locate and describe</li> </ul> <p>Field work study-</p> <ul style="list-style-type: none"> <li>• undertake surveys</li> <li>• conduct investigations</li> <li>• classify buildings</li> <li>• use symbols and key (including the use of Ordnance Survey maps) to mark out areas of interest</li> <li>• choose effective recording and presentation methods</li> <li>• present data in a clear way</li> <li>• draw conclusions from data</li> </ul>	<ul style="list-style-type: none"> <li>• visit a river, locate and explain the features</li> <li>• take photographs to show findings (eg different transport used in the area today which wouldn't have been used in Victorian times)</li> <li>• study pictures of rivers past and present to compare and contrast</li> <li>• select a method to present the differences in transport in the area today</li> <li>• record measurement of river width/depth</li> </ul>	<p>Traffic survey -</p> <ul style="list-style-type: none"> <li>• survey of main road – tally, types of vehicle, traffic flow at different times, parking problems, needs of users, shopkeepers, children, senior citizens</li> <li>• collect data and record using data handling software to produce graphs and charts</li> <li>• ask geographical questions – how is traffic controlled? What are the main problems?</li> <li>• Make suggestions based on own beliefs – what changes would they make to the environment – be aware of their own responsibility in the world</li> <li>• use six-figure to build their knowledge of the United Kingdom and the wider world</li> </ul>
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	Year 1/2	Year 3/4	Year 5/6
Fieldwork Examples	<p><u>Gather information</u>            Use basic observational skills            Carry out a small survey of the local area/school            Draw simple features            Ask and respond to basic geographical questions            Ask a familiar person prepared questions            Use a pro-forma to collect data e.g. tally survey</p> <p><u>Sketching</u>            Create plans and raw simple features in their familiar environment            Add labels onto a sketch map, map or photograph of features</p> <p><u>Audio/Visual</u>            Recognise a photo or a video as a record of what has been seen or heard            Use a camera in the field to help to record what is seen</p>	<p><u>Gather information</u>            Ask geographical questions            Use a simple database to present findings from fieldwork            Record findings from fieldtrips            Use a database to present findings            Use appropriate terminology</p> <p><u>Sketching</u>            Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Audio/Visual</u>            Select views to photograph            Add titles and labels giving date and location information            Consider how photo's provide useful evidence use a camera independently            Locate position of a photo on a map</p>	<p><u>Gather information</u>            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</p> <p><u>Sketching</u>            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</p> <p><u>Audio/Visual</u>            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</p>



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Map Skill Examples	<p><u>Using maps</u> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards <u>Map knowledge</u> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas <u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p><u>Using maps</u> 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 <u>Map knowledge</u> 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 <u>Making maps</u> 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</p>	<p><u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS &amp; 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 <u>Map knowledge</u> Locate the UK on a variety of different scale maps Name &amp; locate the counties and cities of the UK <u>Making maps</u> 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</p>	<p><u>Using maps</u> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map <u>Map knowledge</u> Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities <u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint</p>	<p><u>Using maps</u> 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. <u>Map knowledge</u> Locate the world's countries, focus on North &amp; South America Identify the position and significance of lines of longitude &amp; latitude <u>Making maps</u> 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</p>	<p><u>Using maps</u> 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 <u>Map knowledge</u> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages <u>Making maps</u> Draw plans of increasing complexity Begin to use and recognise atlas symbols</p>
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