



Aberford C of E Primary School – Geography Progression of skills

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge		
<p>Substantive Knowledge: Children should know: Know the names of the four countries that make up the UK Know the names of the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know the name of the nearest town or city Know which is N, E, S and W on a compass Know their address, including postcode Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world</p> <p>Disciplinary Knowledge: Children should know how to: Understand that maps and the globe are used to locate key places around the world Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth Know and use the terminologies: left and right; below, next to Know and use compass points N, S, E, W</p>	<p>Substantive Knowledge: Children should know: Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from the southern and four from the northern hemisphere Know, name and locate the main rivers in the UK Know and name the eight points of a compass Know the names of and locate at least eight European countries Know the names of and locate at least eight major capital cities across the world Know where the main mountain regions are in the UK Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p>Disciplinary Knowledge: Children should know how to: Understands that countries have defined borders and that each country has its own government or equivalent Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate. Use 4 compass points to give directions Begin to use 8 compass points Use 4 figure grid references to locate features on a map</p>	<p>Substantive Knowledge: Children should know: Know the names of a British capitals Know some larger European cities Know the names of and locate many of the key seas and rivers across the world, e.g., Mediterranean sea and Suez canal Know the names of, and locate, a number of South or North American countries Know about time zones and work out differences Know where countries in the British commonwealth are situated Name and locate counties and cities of the UK Know what is meant by latitude and longitude</p> <p>Disciplinary Knowledge: Children should know how to: Appreciate that most countries have capital cities from where their government operates but these can sometime change. Make choices about which tool (maps, globes, etc) to use to locate different places and features Appreciate how historically there have been changes to many countries across the world, including changes in names. Use 6 figure grid references to locate features on a map</p>
Place Knowledge		
<p>Substantive Knowledge: Children should know: Know and name the characteristics of the local area Know features of hot and cold places in the world</p>	<p>Substantive Knowledge: Children should know: Explain clearly the main differences between a village, town and city</p>	<p>Substantive Knowledge: Children should know: Know and recognise many of Europe’s key landmarks</p>



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<p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know some of the characteristics associated with a coastal place in comparison to where they live</p> <p>Know the main differences between the climate and features of a place in England and that of a small place in a non-European country</p> <p>Disciplinary Knowledge: Children should know how to:</p> <p>Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</p> <p>Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons</p>	<p>Know the main differences between a rural and an urban location within the UK</p> <p>Know at least five differences between living in the UK and a Mediterranean country</p> <p>Know that climate and physical features has an important part to play when considering where and how people live</p> <p>Know the physical conditions necessary for the creation of different biomes</p> <p>Disciplinary Knowledge: Children should know how to:</p> <p>Compare and contrast two regions within the UK that are very different and begin to appreciate why physical and human features will be different in these places</p> <p>Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</p>	<p>Know and recognise the physical conditions necessary for the creation of different biomes</p> <p>Contrast the main features found in two different biomes, e.g., tundra and desert</p> <p>Know key differences between living in the UK and in a country in either North or South America</p> <p>Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly</p> <p>Know how a continent’s climate can vary and impact on people’s lives</p> <p>Disciplinary Knowledge: Children should know how to:</p> <p>Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.</p> <p>Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with</p>
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Human and Physical Geography

<p>Substantive Knowledge: Children should know:</p> <p>which is the hottest and coldest season in the UK</p> <p>Know and recognise main weather symbols</p> <p>Know the main differences between city, town and village</p> <p>Know the key physical and human features of a coastal place</p> <p>Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Know some of the advantages and disadvantages of living in a city or village</p> <p>Know why is it important to recycle</p> <p>Disciplinary Knowledge: Children should know how to:</p> <p>Begin to appreciate the different weather patterns in the UK</p>	<p>Substantive Knowledge: Children should know:</p> <p>lake district, coastal areas, etc.</p> <p>Know and label the main features of a river</p> <p>Know the name of and locate a number of the world’s longest rivers</p> <p>Know what is meant by biomes</p> <p>Know why most cities are situated close to a river</p> <p>Label layers of a rainforest and know what deforestation is</p> <p>Know that people’s jobs are determined by where they live</p> <p>Know what causes an earthquake and tsunami</p> <p>Label the different parts of a volcano</p> <p>Know why recycling is important</p> <p>Disciplinary Knowledge: Children should know how to:</p> <p>Recognise how human geographical features change over time</p>	<p>Substantive Knowledge: Children should know:</p> <p>Know about the key human and physical differences between living in the UK and a different European country</p> <p>Know what is meant by biomes and what are the features of a specific biome</p> <p>Know about the positive and negative features of plastic</p> <p>Know about climate change and its potential impact on our lives</p> <p>Know why industry is important to the world</p> <p>Know how the lives of children vary across the world</p> <p>Know the importance of rivers on land use and trade</p> <p>Know the names of a number of the world’s highest mountains</p> <p>Disciplinary Knowledge: Children should know how to:</p>
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<p>Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</p> <p>Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people</p>	<p>Understand how ideal settlements may have changed over time</p> <p>Understand some of the arguments put forward in relation to green energy</p>	<p>Understand why their village/ town/city/county exists and what brought people to live there</p> <p>Understand the issues associated with Fair Trade</p> <p>Reflect on the key changes that have occurred in buildings, trade and population</p> <p>Understand what is meant by being environmentally friendly</p> <p>Understand the consequence of ignoring climate change</p>
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Geographical Skills and Fieldwork

<p>Disciplinary Knowledge: Children should know how to:</p> <p>Teacher led enquiries; to ask and respond to simple questions</p> <p>Understand why it is important for all streets to have a name, including post code</p> <p>Be able to follow a simple road map and recognise key landmarks, such as a church</p> <p>Talk about the features in the local environment</p> <p>Observe and record information about the local area, i.e. types of shops, bus stops etc.</p> <p>Take photographs of locally interesting geographical features</p> <p>Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</p> <p>Talk about the main differences between a world map and a globe</p> <p>Locate the nearest town or city on map of the UK</p> <p>Locate a number of cities on a map of the UK</p> <p>Study aerial photographs and use locational and directional language when doing so</p> <p>Use the school grounds or near park to create an initial sketch of what they see</p>	<p>Disciplinary Knowledge: Children should know how to:</p> <p>Begin to ask / initiate geographical questions</p> <p>Use maps to locate world countries and capitals</p> <p>Use a globe to gain a better understanding about countries' location (USA and Russia, for example)</p> <p>Talk about the features in their local environment and compare it with another they know</p> <p>Observe and record information about the human and physical features of an area</p> <p>Use graphs to record features observed in fieldwork</p> <p>Create a report after a fieldwork activity that focuses on geographical features observed</p> <p>Use systematic sampling and data collecting as part of fieldwork activity</p> <p>Produce freehand map of a known place, e.g., journey between home and school</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</p> <p>Plan a journey within the UK, using a road map</p> <p>Explain what a place is like and why</p>	<p>Disciplinary Knowledge: Children should know how to:</p> <p>Suggest questions for investigating</p> <p>Use graphs to record features such as temperature or rainfall across the world</p> <p>Use appropriate special language when giving directions</p> <p>Recognise Ordnance Survey (OS) symbols and know what they stand for</p> <p>Carry out tests over time, evaluate changes and consolidate their understanding</p> <p>Add annotations, such as label and captions to freehand maps</p> <p>Understand how to use digimaps</p> <p>Be familiar with topographical maps and know about contours, etc</p> <p>Set up a geographical fieldwork enquiry, starting with a hypothesis</p> <p>Review, apply and consider next steps as a result of their geographical enquiry</p> <p>Create journey booklets, to include maps, sketches and samples to capture what a place is like</p> <p>Create map displays to communicate their fieldwork investigations</p> <p>Use digital mapping software packages</p>
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