**3 Schools Progression of Skills and Knowledge: Geography**

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| **GEOGRAPHY** | **R/Year 1** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***Skills and knowledge*** | ***Location knowledge*** |
| ***To know the location of the four countries, some counties and some major cities of the UK*** | * *To know that they live in a country called England (or the UK)*

* *To begin to recognise the shape of the British Isles on maps*
 | * *Name and locate the 4 countries of the UK*
* *Name some of the surrounding seas*
* *Recognise some characteristics of the 4 countries of the UK (eg capital cities, physical features and culture)*
* *Name and locate Seend*
 | * *Name and locate Wiltshire*
* *Name and locate neighbouring counties*
* *Name and locate*some other counties Lancashire? Cornwall? Yorkshire? Norfolk? to be confirmed
* *Name and locate Melksham, Devizes, Trowbridge, Bath, Swindon, Bristol*
* *Name and locate* some other major UK cities (Birmingham, Manchester, Norwich, York, Newcastle, Glasgow – to be confirmed)
 | * *Name and locate further counties (more not further away)*
* *Name and locate further cities (more not further away)*
 |
| ***To know the location of many of the countries of the world*** | * *To show awareness that there are different countries (polar regions, Kenya, Africa and countries visited by children)*

* *To see countries, oceans and places studied on maps (??)*
 | * *Locate and compare a non-European. (Japan, Gambia, Brazil)*
 | * *Italy, Greece, Chile, USA (Hawaii, California and Washington)*
* *Countries with personal connection*
* *locate the world’s countries, using maps to focus on Europe (including the location of Russia)*
* *concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*

***\*Countries to be added once topics have been decided for the year*** | * *Key European countries connected to WW2 (eg Germany, France, Belgium, Holland, Poland, Russia)*
* *Locate Greece, Brazil and China*
* ***l****ocate 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*

***\*Countries to be added once topics have been decided for the year*** |
| ***To begin to understand the significance of the physical features of the planet Earth*** | * Children talk about the features of their own immediate environment and how environments might vary from one another

 * To know that some animals live in hot/cold areas of the world – or in an ocean
 | * *Begin to locate the North Pole, South Pole and Equator*
* *Name and locate the 7 continents*
* *Name and locate the 5 oceans*
* *Begin to locate the North Pole, South Pole and Equator (and associated hot/ cold climate)*
 | * *Northern and Southern hemispheres*
 | * *Identify the position and significance of the Arctic and Antarctic Circle*
* *Prime/Greenwich Meridian*

 *Time zones** *The Tropics of Cancer and Capricorn*
 |
|  | ***Place knowledge*** |
| ***To understand geographical similarities and differences*** | * Children talk about the features of their own immediate environment and how environments might vary from one another
* Children know about similarities and differences in relation to places / habitats in topics studied and in stories
* Make observations of the world (use of photographs, videos)
* Make observations of / compare different artefacts from around the world
* Compare UK minibeasts to minibeasts in other countries
 | * *Compare a small area of the Uk with a small area of a contrasting non-European country*
 | * *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America*

***\*Countries to be added once topics have been decided for the year*** | * *Compare Brazilian forests and UK forests*
* *Compare Greece and UK (with focus on coasts)*

***\*Countries to be added once topics have been decided for the year*** |
|  | ***Human and physical geography*** |
| *To identify and name physical features* | Children talk about the features of their own immediate environment and how environments might vary from one another | * *Use basic geographical vocabulary for key physical features (eg island, beach, cliff, coast, forest, hill, mountain, valley, river, sea, ocean, soil, vegetation, season, weather)*
* *Use above to describe features of The UK, European country*
* *Know the location of hot and cold areas in the world (related to Equator and poles)*
 | * *Volcanoes, earthquakes and physical features that contribute towards natural disasters in Italy, Greece, Chile and USA and UK*
* *Recognise physical features of chosen personal research countries*
* *Water cycle*
 | * *Water cycle (recap)*
* *Climate zones, biomes, vegetation belts, rivers, mountains (Brazil, UK)*
 |
| *To begin to understand climate* | * Observe seasonal change/weather in School
 | * *Observe and record local weather daily (Year A and B)*
* *Record local weather over several months and discuss (Year B)*
 | * *Climate of chosen research countries*
 | * See above
 |
| *To Identify and name human features* | * *Children talk about the features of their own immediate environment and how environments might vary from one another*
* *· Make observations of / compare different artefacts*
 | * *Use basic geographical vocabulary to key human features (eg city, town, village, factory, farm, house, office, port, harbour, shop, pollution) · Use above to describe features of The UK, Italy and Japan*
* *Litter in school grounds*
* *Litter/pollution in School*
* *Providing for wildlife*
 | * *Identify human features of Seend with focus on the Canal.*
* *Recognise changes in Human features over time (canal use).*
* *Understand what a Parish Plan is and explore proposals.*
 | * *Brazil and China: Distribution of natural resources (energy, food, minerals, water) · China and Greece: Types of settlement and land use · Economic activity and trade links*
* *Economic activity and use of land in the local fitness/wellbeing industry*
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|  | ***Geographical skills and field work*** |
| *To use maps,**atlases, globes**and**digital/computer**mapping* | * *Map reading - Follow simple directions / instructions on a map (treasure hunt) ·*
* *Locate / identify different areas on a map of the school grounds (Where did you find your minibeasts?)*
 | * *Use world maps, atlases and globes to identify -continents and oceans -the UK and its countries·*
* *Recognise a bird’s eye view and identify familiar objects and places on aerial photos ·*
* *Create very simple maps to support understanding of what a map is ·*
* *Use and create simple keys using basic symbols*
 | * *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ·*
* *Use keys and symbols*
* *Use Ordnance Survey maps to identify familiar features of local area*
 | * *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ·*
* *Use a range of abstract keys and symbols ·*
* *Use Ordnance Survey maps to research specific questions*
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| *To use locational**and directional**devices* | * *Everyday language of place, location, direction ·*
* *Map reading - Follow simple directions / instructions on a map (treasure hunt)*
 | * *Use simple locational and directional terms ·*
* *Begin to know 4 compass points*
 | * *Use four points of the compass effectively ·*
* *Use four-figure grid referenced*
 | * *Longitude and latitude ·*
* *Tropics of cancer and Capricorn ·*
* *Prime/Greenwich Meridian and time zones (simple introduction to)*
 |
| *To use**Geographical**fieldwork skills to observe, measure, record and analyse findings* | * Simple recording – sketch maps (treasure maps, map of the school grounds)
* identify and include natural and manmade features on own maps
 | * Make observations of physical features in school grounds (trees, hedges, grass, soil, flat land) ·
* Make observations of human features in school grounds (buildings, pond, litter, timber trail, paths, hardstanding) ·
* Make observations of human features·
* Make observations of the weather in our local area.
* Record in a table over the year
* · Make observations of physical and human features (local walks to find parts that we like/ think could be improved)
* Make observations of physical and human features in the school grounds (hot, cold, dry, wet areas?
 | * *Observe and measure human features ·*
* *Use a range of methods to collect and record information eg surveys, questionnaires, graphs, digital technologies ·*
* *Explore local area and the canal to identify physical and Human features (including soil) ·*
* *Use Ordnance survey maps “in the field” to look at the canal ·*
* *Write to Parish Council/ Canal trust to acquire development plans. Possibly conduct survey of interest groups regarding local developments*
 | *· Observe and measure human and physical features in the local area related to a specific enquiry: the fitness/wellness industry · Observe and measure physical and human features in local woodland for comparison with rainforest · Use a range of methods to collect and record information eg surveys, questionnaires, sketch maps, plans, graphs, digital technologies · Analyse information collected applying appropriate UKS2 thinking skills School Journey: Croft Farm · orienteering* |