



Shavington Primary School  
Geography Knowledge Progression



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b>	<p align="center"><b>Pip the Penguin Gets Lost</b></p> <p><i>Previous learning/links:</i> Nursery and EY's exploring grounds/woodland area.</p> <p align="center"><b>End Point:</b></p> <p><i>I can label a blank map of the school.</i> <i>I can use directional language.</i> <i>I can understand how to use a key.</i> <i>I can create a map for Pip about our school.</i></p>	<p align="center"><b>Climates and Habitats</b></p> <p><i>Previous learning/links:</i> Nursery and EY's whole year reference to seasonal weather patterns</p> <p align="center"><b>End Point:</b></p> <p><i>I can compare different climates around the UK.</i> <i>I can locate different climates around the world.</i> <i>I can assign animals to their correct climate.</i></p>	<p align="center"><b>World Explorers</b></p> <p><i>Previous learning/links:</i> Maps of the world on display, discussion around holidays.</p> <p align="center"><b>End Point:</b></p> <p><i>I can locate the continents.</i> <i>I can locate countries in Europe (England, Spain, Germany, Italy, Russia, Poland and any other appropriate countries)</i> <i>I can correctly place world landmarks.</i></p>
	<p align="center"><b>Vocabulary</b></p> <p><i>Next to, Up, Down, Left, Right, Opposite.</i></p>	<p align="center"><b>Vocabulary</b></p> <p><i>Animal, Climate, Desert, Habitat, Polar, Tropical</i></p>	<p align="center"><b>Vocabulary</b></p> <p><i>Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean.</i></p>



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Year 2

Year 2	<p><b>London</b></p> <p><b>Previous learning/links:</b> Understanding of human and physical features.</p> <p><b>End Point:</b> I can identify human features of London. I can identify physical features of London. I can look at different modes of transport in London . I can compare ariel photographs of two locations. I can create a travel guide for London. <b>Case Study: London</b></p>	<p><b>Local Area</b></p> <p><b>Previous learning/links:</b> Year 1 use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p><b>End Point:</b> I can identify key human features of the local area. I can identify key physical features of the local area. I can identify countries and capital cities of the UK. I can use ariel photographs to plan a route . I can design a simple sketch map to show a route using a key. I can compare Shavington to another town.</p>	<p><b>The Beach</b></p> <p><b>Previous learning/links:</b> Understanding of human and physical features.</p> <p><b>End Point:</b> I can locate seaside locations. I can identify features of a seaside. I can compare seashores past and present. I can explore a seaside town <b>Case Study: Rhos-on-Sea</b> . I can make observations at a seaside resort.</p>
	<p><b>Vocabulary</b> London, Capital City, Physical, Human, Landmark, Visitors.</p>	<p><b>Vocabulary</b> Ariel Picture, Capital City, human Feature, Local Area, Route, Physical Feature.</p>	<p><b>Vocabulary</b> Hills, Mountains, Coasts, Beach, Shore, Waves, Tides, Shingle</p>



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Year 3

**Marvellous Maps**

**Previous learning/links:**

Year 1 & 2 name and locate continents. Years 1,2 human and physical features.

**End Point:**

I can recap my knowledge of the world's continents and locate countries and capital cities in one chosen continent.

I can locate places on larger scale maps (e.g. world maps) and discuss what continent they belong to.

I can use letter/no co-ordinates to locate features on a map.

I understand the 4 compass points and can use them to begin to plan a route through a known place.

I can follow a route on a map with some accuracy. (e.g. whilst orienteering, or using a map of Europe to show whether you need to go N, S, E or W to reach certain places).

I can try to make a map of a short route experienced, with features in correct order.

**Vocabulary**

North, South, East, West, Europe, Capital City, Human Feature, Physical Feature.

**Settlements**

*(Taught in Autumn 2)*

**Previous learning/links:**

Years 1,2 human and physical features.

**End Point:**

I can understand what early settlers need.

I can compare different settlement types.

I can understand the significance of place names.

I can understand how land is used in different settlements.

I can understand how settlements are linked .

I can choose a place to settle.

**Vocabulary**

Settlement, Town, Village, City, Resources

**Rivers**

**Previous learning/links:**

Years 1,2 physical features.

**End Point:**

I can understand the water cycle.

I can label and explain the course of a river.

I can explain the different types of river.

I can understand why people live near water.

I can compare flooding in different locations.

I can discuss water pollution.

**Case Study: River Weaver/River Nile**

**Vocabulary**

Upper Course, Middle Course, Lower Course, Source, Water Cycle, Precipitation, Evaporation, Flooding.



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Year 4	<p><b>Map skills</b></p> <p><b>Previous learning/links:</b> Year 1 &amp; 2 name and locate continents. Locate the world's countries, using maps. Year 3 compass points</p> <p><b>End Point:</b> I can label countries on a map. I can create a compass using 8 compass points. I can use compass points to give directions. I can read 4 figure grid references. I can research a continent. I can compare two locations. <b>Case Study: Africa</b></p>	<p><b>Extreme Earth</b></p> <p><b>Previous learning/links:</b> Year 1 &amp; 2 name and locate continents. Locate the world's countries, using maps.</p> <p><b>End Point:</b> I can identify tectonic plates. I can understand tornados. I can understand how tsunamis occur. I can research volcanoes. I can research earthquakes. <b>Case Study: Pompeii</b></p>	<p><b>European Study</b></p> <p><b>Previous learning/links:</b> Years 1,2,3 human and physical features.</p> <p><b>End Point:</b> I can locate cities within the UK. I can locate countries and their capitals in Europe (England, Spain, France, Germany, Poland, Russia, Italy and any other appropriate) I can understand and position time zones and GMT in Europe. I can compare land uses and how it has changed. I can comment on human impact on different locations.</p>
	<p><b>Vocabulary</b> Grid references, locate,</p>	<p><b>Vocabulary</b> Volcano, Earthquake, Ring of Fire, Tectonic Plates, Seismic Waves, Pyroclastic Flow, Boundary.</p>	<p><b>Vocabulary</b> Capital, City, Ocean, Country, Greenwich Meridian Time, Land Use.</p>



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Year 5

Year 5	<b>America</b>	<b>Trade</b>	<b>Maps Unit</b>
	<p align="center"><b>Previous learning/links:</b> Year 1&amp;2 continents. Year 4 locate the worlds countries. Year 1,2,3,4 human and physical features. Year 4 Europe.</p> <p align="center"><b>End Point:</b> I can name the states of America. I can locate cities of significance in America. I can discuss the weather and climate in America. I can discuss human and physical landmarks of America. I can compare locations in America. I can compare America to the UK. <b>Case Study: Niagara Falls</b></p>	<p align="center"><b>Previous learning/links:</b> Year 1&amp;2 continents. Year 4 locate the worlds countries. Year 1,2,3,4 human and physical features. Year 4 Europe.</p> <p align="center"><b>End Point:</b> I can describe what trade is. I can describe trade in the UK. I can discuss trade with El Salvador. I can understand the importance of fair trade. I can understand the global economy. I can understand how trade has changed over time <b>Case Study: Crewe (Bentley)</b></p>	<p align="center"><b>Previous learning/links:</b> Year 1,2,3,4 human and physical Features, compass points, Year 4 4-figure grid references, 8 compass points</p> <p align="center"><b>End Point:</b> I can use an atlas I can understand how to use symbols on a map. I can use the 8 points of a compass effectively. I can read 6 figure grid references. I can plan a route using a map. I can reflect on land use change using maps.</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
		Fair Trade, Trade, Transport, Import, Export, Trade Route, Goods.	Grid Reference, Compass, Direction, North, South, East, West, Symbol, Locate, Navigate



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Year 6

Year 6	<p><b>WW2</b></p> <p><b>Previous Learning Links:</b> Year 4 locate the worlds countries</p> <p><b>End Point:</b> History based unit, prior knowledge will help with locational understanding.</p>	<p><b>Slave Trade/South America Study</b></p> <p><b>Previous Learning Links:</b> Year 1&amp;2 continents. Year 4 locate the worlds countries. Year 1,2,3,4 human and physical features. Year 4 Europe. Year 5 North America study.</p> <p><b>End Point:</b> I can understand the differences between the northern and southern hemisphere. I can understand understand longitude and latitude. I can compare daylight hours in different locations. I can compare the climate of the tropics with the UK. I can understand and position time zones and GMT. I can understand the significance of Nellie Bly.</p>	<p><b>Local Area Study</b></p> <p><b>Previous Learning Links:</b> Recapping all geographical learning throughout years, applying skills learnt. Key vocabulary throughout geography learning EY-year 6.</p> <p><b>End Point:</b> I can use an OS map to find and locate key local features (park, high school, primary school, their house, library, swimming baths and any other appropriate) I can look at a map of Cheshire and identify my local area and begin to calculate distances between locations. I can use a map to plan a route using specific roads and directional language (north west, south etc). I can create an OS map using grid reference lines and symbols found on such maps. I can create an illustrated map of the school to pass onto the reception new starters, thinking about features they have covered. I can create a guide book about Shavington highlighting the key human and physical features. <b>Case study: Shavington (Local Area)</b></p>
	<p><b>Vocabulary</b> Capital City, Location, Continent, Europe, Global, Human Impact</p>	<p><b>Vocabulary</b> Hemisphere, Latitude, Longitude, Equator, Tropic of Cancer/Capricorn, Time Zone, Greenwich Meridian, Biome, Vegetation Belt.</p>	<p><b>Vocabulary</b> Grid Reference, Compass, Direction, North, South, East, West, Symbol, Locate, Navigate</p>