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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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* | |
|  | ***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* | |
| *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* | |