

St Joseph's Catholic Primary School

Geography:

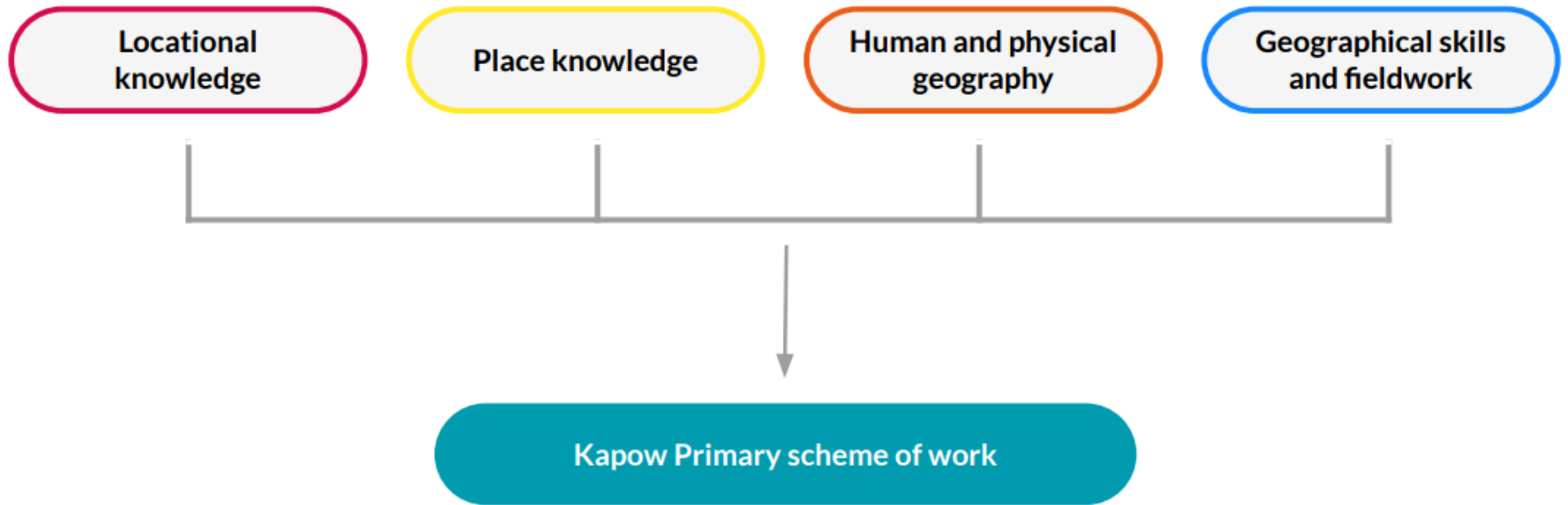
Progression of Knowledge, Skills and Understanding



Kapow
Primary™
Beyond the core curriculum

How is our Geography scheme of work organised?

National Curriculum guidance



Long Term Overview: Geography

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS			Around the World		Outdoor Adventure	Exploring Maps
Year 1	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
Year 2	Would you prefer to live in a hot or cold place?		Why is our world wonderful?		What is it like to live by the coast?	
Year 3	Where does our food come from?		Are all Settlements the Same?		Why do people live near Volcanoes?	
Year 4	Why are rainforests important to us?		Who lives in Antarctica?		What are rivers and how are they used?	
Year 5	What is life like in the Alps?		Why do oceans matter?		Would you like to live in the desert?	
Year 6	Why does population change?		Where does our energy come from?		Can I carry out my own fieldwork study?	

Reception

Skills	Knowledge
<ul style="list-style-type: none">- Draw information from a simple map.- Explore the natural world around them.- Describe what they see, hear and feel whilst outside.- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.- Explore the natural world around them, making observations and drawing pictures of animals and plants.- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<ul style="list-style-type: none">- To recognise some environments that are different from the one in which they live.- To understand that some places are special to members of their community.- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.- To recognise some similarities and differences between life in this country and life in other countries.- Understand the effect of changing seasons on the natural world around them.- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Locational Knowledge – Year 1

Skills	Knowledge
<ul style="list-style-type: none">- Locating two of the world's seven continents on a world map.- Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.- Showing on a map which continent they live in.- Locating the four countries of the United Kingdom (UK) on a map of this area.- Showing on a map which country they live in and locating its capital city.	<ul style="list-style-type: none">- To know the name of two continents (Europe and Asia).- To know that a continent is a group of countries.- To know that they live in the continent of Europe.- To know that an ocean is a large body of water.- To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).- To know that the UK is short for 'United Kingdom'.- To know that a country is a land or nation with its own government.- To know that the United Kingdom is made up of four countries and their names.- To know the name of the country they live in.

Locational Knowledge – Year 2

Skills	Knowledge
<ul style="list-style-type: none">- Locating all the world's seven continents on a world map.- Locating the world's five oceans on a world map.- Showing on a map the oceans nearest the continent they live in.- Locating the surrounding seas and oceans of the UK on a map of this area.- Confidently locating the capital cities of the four countries of the UK on a map of this area.- Identifying characteristics (both human and physical) of the four capital cities of the UK.- Showing on a map the city, town or village where they live in relation to their capital city.	<ul style="list-style-type: none">- To be able to name the seven continents of the world.- To be able to name the five oceans of the world.- To know that a sea is a body of water that is smaller than an ocean.- To know that there are four bodies of water surrounding the UK and to be able to name them.- To name some characteristics of the four capital cities of the UK.- To know the four capital cities of the UK.- To know that a capital city is the city where a country's government is located.

Locational Knowledge – Year 3 and 4

Skills	Knowledge
<ul style="list-style-type: none"> - Locating some countries in Europe and North and South America using maps. - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating the world’s most significant mountain ranges on a map and identifying any patterns. - Locating where the world’s volcanoes are on a map and identifying the ‘Ring of Fire’. - Locating some of the world’s most significant rivers and identifying any patterns. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. 	<ul style="list-style-type: none"> - To know where North and South America are on a world map. - To know the names of some countries and major cities in Europe and North and South America. - To know the names of some of the world’s most significant mountain ranges. - To know the names of some of the world’s most significant rivers. - To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. - To know that climate zones are areas of the world with similar climates. - To know the world’s different climate zones (equatorial, tropical, hot desert, temperate and polar). - To know that biomes are areas of the world with similar climates, vegetation and animals. - To know the world’s biomes. - To know vegetation belts are areas of the world which are home to similar plant species. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city.

Locational Knowledge – Year 3 and 4 (continued)

Skills	Knowledge
<ul style="list-style-type: none">- Identifying how topographical features studied have changed over time using examples.- Describing how a locality has changed over time, giving examples of both physical and human features.- Finding the position of the Equator and describing how this impacts our environmental regions.- Finding lines of latitude and longitude on a globe and explaining why these are important.- Identifying the position of the Tropics of Cancer and Capricorn and their significance.- Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.- Identifying the position and significance of both the Arctic and Antarctic Circle.	<ul style="list-style-type: none">- To begin to name the twelve geographical regions of the UK.- To know the main types of land use.- To know some types of settlement.- To know that countries near the Equator have less seasonal change than those near the poles.- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.- To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.- To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.

Locational Knowledge – Year 5 and 6

Skills	Knowledge
<ul style="list-style-type: none"> - Locating more countries in Europe and North and South America using maps. - Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Identifying significant environmental regions on a map. - Using maps to show the distribution of the world’s climate zones, biomes and vegetation belts and identifying any patterns. - Locating many counties in the UK. - Locating many cities in the UK. - Confidently locating the twelve geographical regions of the UK. - Identifying key physical and human characteristics of the geographical regions in the UK. - Understanding how land use has changed over time using examples. - Explaining why a locality has changed over time, giving examples of both physical and human features. - Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. - Using longitude and latitude when referencing location in an atlas or on a globe. 	<ul style="list-style-type: none"> - To know the name of many countries and major cities in Europe and North and South America. - To know the location of key physical features in countries studied. - To name and describe some of the world’s vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). - To know the name of many counties in the UK. - To know the name of many cities in the UK. - To confidently name the twelve geographical regions of the UK. - To know that London and the South East regions have the largest population in the UK. - To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world’s time zones.

Place Knowledge – Year 1

Skills	Knowledge
<ul style="list-style-type: none">- Naming some key similarities between their local area and a small area of a contrasting non-European country.- Naming some key differences between their local area and a small area of a contrasting non-European country.	<ul style="list-style-type: none">- To know that life elsewhere in the world is often different to ours.- To know that life elsewhere in the world often has similarities to ours.

Place Knowledge – Year 2

Skills	Knowledge
<ul style="list-style-type: none">- Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.- Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.- Describing what physical features may occur in a hot place in comparison to a cold place.	<ul style="list-style-type: none">- To know some similarities and differences between their local area and a contrasting non European country.

Place Knowledge – Year 3 and 4

Skills	Knowledge
<ul style="list-style-type: none">- Describing and beginning to explain similarities between two regions studied.- Describing and beginning to explain differences between two regions studied.- Describing how and why humans have responded in different ways to their local environments.- Discussing climates and their impact on trade, land use and settlement.- Explaining what measures humans have taken in order to adapt to survive in cold places.- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	<ul style="list-style-type: none">- To know the negative effects of living near a volcano.- To know the positive effects of living near a volcano.- To know the negative effects an earthquake can have on a community.- To know the ways in which communities respond to earthquakes.

Place Knowledge – Year 5 and 6

Skills	Knowledge
<ul style="list-style-type: none">- Describing and explaining similarities between two environmental regions studied.- Describing and explaining differences between two environmental regions studied.- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.- Understanding how climates impact on trade, land use and settlement.- Explaining how humans have used desert environments.- Using maps to explore wider global trading routes.	<ul style="list-style-type: none">- To know some similarities and differences between the UK and a European mountain region.- To know why tourists visit mountain regions.

Human and Physical Geography – Year 1

Skills	Knowledge
<ul style="list-style-type: none">- Describing how the weather changes with each season in the UK.- Describing the daily weather patterns in their locality.- Confidently using the vocabulary 'season' and 'weather'.- Recognising some physical features in their locality.- Recognising some human features in their locality.	<ul style="list-style-type: none">- To know the four seasons of the UK.- To know that 'weather' refers to the conditions outside at a particular time.- To know that different parts of the UK often experience different weather.- To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.- To know that weather conditions can be measured and recorded.- To know that physical features means any feature of an area that is on the Earth naturally.- To know that human features means any feature of an area that was made or built by humans.

Human and Physical Geography – Year 2

Skills	Knowledge
<ul style="list-style-type: none">- Locating some hot and cold areas of the world on a world map.- Locating the Equator and North and South Poles on a world map.- Locating hot and cold areas of the world in relation to the Equator and the North and South poles.- Describing the key physical features of a coast using subject specific vocabulary.- Describing and understanding the differences between a city, town and village.- Describing the key human features of a coastal town using subject specific vocabulary.	<ul style="list-style-type: none">- To know that the Equator is an imaginary line around the middle of the Earth.- To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.- To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.- To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.- To know that coasts (and other physical features) change over time.- To know some key physical features of the UK.- To know that a sea is a body of water that is smaller than an ocean.- To know that human features change over time.- To know some key human features of the UK.

Human and Physical Geography – Year 3 and 4

Skills	Knowledge
<ul style="list-style-type: none">- Mapping and labelling the six biomes on a world map.- Understanding some of the causes of climate change.- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.- Describing where volcanoes, earthquakes and mountains are located globally.- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.- Describing how humans use water in a variety of ways.- Describing and understanding types of settlement and land use.- Explaining why a settlement and community has grown in a particular location.- Explaining why different locations have different human features.- Explaining why people might prefer to live in an urban or rural place.- Describing how humans can impact the environment both positively and negatively, using examples.	<ul style="list-style-type: none">- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.- To know the courses and key features of a river.- To know the different types of mountains and volcanoes and how they are formed.- To know that an earthquake is the intense shaking of the ground.- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.- To know the world's biomes.- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.- To know that climate zones are areas of the world with similar climates.- To know the world's different climate zones.- To know that climates can influence the foods able to grow.- To know the main types of land use.- To know the different types of settlement.- To know water is used by humans in a variety of ways.

Human and Physical Geography – Year 3 and 4 (continued)

Skills	Knowledge
	<ul style="list-style-type: none">- To know an urban place is somewhere near a town or city.- To know a rural place is somewhere near the countryside.- To know that a natural resource is something that people can use which comes from the natural environment.- To know the threats to the rainforest both on a local and global scale.- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.- To know the UK grows food locally and imports food from other countries.

Human and Physical Geography – Year 5 and 6

Skills	Knowledge
<ul style="list-style-type: none">- Describing and understanding the key aspects of the six biomes.- Describing and understanding the key aspects of the six climate zones.- Understanding some of the impacts and causes of climate change.- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.- Describing and understanding economic activity, including trade links.- Suggesting reasons why the global population has grown significantly in the last 70 years.- Describing the 'push' and 'pull' factors that people may consider when migrating.- Understanding the distribution of natural resources both globally and within a specific region or country studied.- Recognising geographical issues affecting people in different places and environments.- Describing and explaining how humans can impact the environment both positively and negatively, using examples.	<ul style="list-style-type: none">- To know vegetation belts are areas of the world that are home to similar plant species.- To name and describe some of the world's vegetation belts.- To know why the ocean is important.- To know the global population has grown significantly since the 1950s.- To know which factors are considered before people build settlements.- To know migration is the movement of people from one country to another.- To know that natural resources can be used to make energy.- To know some positive impacts of humans on the environment.- To know some negative impacts of humans on the environment.

Geographical Skills and Fieldwork – Year 1

Skills	Knowledge
<ul style="list-style-type: none">- Using an atlas to locate the UK.- Using an atlas to locate the four countries in the UK.- Using a world map and globe to locate four of the world's seven continents (Europe and Asia).- Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.- Using directional language to describe the location of objects in the classroom and playground.- Using directional language to describe features on a map in relation to other features (real or imaginary).- Responding to instructions using directional language to follow routes.- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.- Recognising local landmarks on aerial photographs.- Recognising basic human features on aerial photographs.- Recognising basic physical features on aerial photographs.	<ul style="list-style-type: none">- To know that an aerial photograph is a photograph taken from the air above.- To know that atlases give information about the world and that a map tells us information about a place.- To know that a map is a picture of a place, usually drawn from above.- To know that symbols are often used on maps to represent features.- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).- To know what a sketch map is.- To know that a compass is an instrument we can use to find which direction is north.- To know which direction is N, S, E, W on a map.

Geographical Skills and Fieldwork – Year 1 (continued)

Skills	Knowledge
<ul style="list-style-type: none">- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.- Adding labels to sketch maps.- Using simple picture maps and plans to move around the school.- Asking questions about the world around them.- Commenting on the features they see in their school and school grounds on a walk around the respective places.- Asking and answering simple questions about the features of their school and school grounds.- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	

Geographical Skills and Fieldwork – Year 2

Skills	Knowledge
<ul style="list-style-type: none">- Recognising why maps need a title.- Using an atlas to locate the four capital cities of the UK.- Using a world map, globe and atlas to locate all the world's seven continents on a world map.- Using a world map, globe and atlas to locate the world's five oceans.- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.- Using locational language and the compass points (N, S, E, W) to describe the route on a map.- Using a map to follow a prepared route.- Recognising landmarks of a city studied on aerial photographs and plan perspectives.- Recognising human features on aerial photographs and plan perspectives.- Recognising physical features on aerial photographs and plan perspectives.- Drawing a map and using class agreed symbols to make a simple key.	<ul style="list-style-type: none">- To know that a globe is a spherical model of the Earth.- To begin to recognise world maps as a flattened globe.- To know that maps need a title and purpose.- To know that maps need a key to explain what the symbols and colours represent.- To know that a tally chart is a way of collecting data quickly.- To know that a pictogram is a chart that uses pictures to show data.

Geographical Skills and Fieldwork – Year 2 (continued)

Skills	Knowledge
<ul style="list-style-type: none">- Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.- Finding a given OS symbol on a map with support.- Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).- Using an aerial photograph to draw a simple sketch map using basic symbols for a key.- Recognising there are different ways to answer a question.- Discussing the features they see in the area surrounding their school when on a walk.- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.- Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.- Classifying the features they notice into human and physical with teacher support.- Taking digital photographs of geographical features in the locality.- Making digital audio recordings when interviewing someone.- Presenting data in simple tally charts or pictograms and commenting on what the data shows.- Asking and answering simple questions about data.	

Geographical Skills and Fieldwork – Year 3 and 4

Skills	Knowledge
<ul style="list-style-type: none">- Beginning to use maps at more than one scale.- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.- Using the scale bar on a map to estimate distances.- Finding countries and features of countries in an atlas using contents and index.- Zooming in and out of a digital map.- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.- Accurately using 4-figure grid references to locate features on a map in regions studied.- Beginning to locate features using the 8 points of a compass.- Using a simple key on their own map to show an example of both physical and human features.- Following a route on a map with some accuracy.- Saying which directions are N, S, E, W on an OS map.- Making and using a simple route on a map.- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.- Taking digital photos and labelling or captioning them.	<ul style="list-style-type: none">- To understand that a scale shows how much smaller a map is compared to real life.- To recognise world maps as a flattened globe.- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.- To know that an OS map shows human and physical features as symbols.- To know that grid references help us locate a particular square on a map.- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).- To know an enquiry-based question has an open-ended answer found by research.- To know how to use various simple sampling techniques.- To know what a questionnaire and an interview are.

Geographical Skills and Fieldwork – Year 3 and 4 (continued)

Skills	Knowledge
<ul style="list-style-type: none">- Beginning to choose the best approach to answer an enquiry question.- Mapping land use in a small local area using maps and plans.- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.- Asking and answering one-step and two-step geographical questions.- Observing, recording, and naming geographical features in their local environments.- Using simple sampling techniques appropriately.- Making digital audio recordings for a specific purpose.- Designing a questionnaire/interview to collect qualitative fieldwork data.- Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.- Beginning to use a simplified Likert Scale to record their judgements of environmental quality.- Collecting quantitative data in charts and graphs.- Using a questionnaire/interview to collect qualitative fieldwork data.- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.- Suggesting different ways that a locality could be improved.- Finding answers to geographical questions through data collection.	<ul style="list-style-type: none">- To know that quantitative data involves numerical facts and figures and is often objective.- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.- To know a Likert scale is used to record people's feelings and attitudes.- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.- To know what a bar chart, pictogram and table are and when to use which one best to represent data.