



Progression of Knowledge & Skills in Geography

Year 3		Year 3	
Strands	Geographical Skills	Fieldwork/Map Skills	Subject Knowledge
<b><u>Geographical enquiry</u></b>	<ul style="list-style-type: none"> <li>Ask geographical questions (What is it like in this place?)</li> <li>Observe and record</li> <li>Express their own views about people, places and environments</li> <li>Communicate findings in different ways (skills, maps and pictures)</li> <li>Use geographical vocabulary (hill, motorway, near, far)</li> <li>Use secondary sources of information (photographs, stories, information texts, videos, artefacts)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps (including OS maps), atlases and globes</li> <li>Use the eight points of a compass, symbols and a key</li> <li>Create sketch maps and plans</li> <li>Use some simple directional language to describe the location of features and routes on a map</li> <li>Use graphs/data to identify simple differences</li> </ul>	<p><b><u>Settlements</u></b> (Place, environmental impact, cultural awareness)</p> <ul style="list-style-type: none"> <li><b>Identify</b> site factors and <b>explain</b> how they influenced early settlers</li> <li><b>Compare</b> different settlements and <b>explain</b> preferences</li> </ul> <p><b><u>Volcanoes and Earthquakes (science topic)</u></b> (Physical processes, environmental impact)</p> <ul style="list-style-type: none"> <li><b>Identify</b> different types of rocks</li> <li><b>Explain</b> how volcanoes are formed</li> <li><b>Name</b> and <b>locate</b> the layers of the Earth's surface</li> <li><b>Identify</b> tectonic plates and <b>explain</b> their purpose</li> <li><b>Explain</b> the causes of earthquakes</li> <li><b>Provide reasons</b> for land use near volcanoes</li> <li><b>Know</b> how earthquakes are measured</li> <li><b>Explain</b> the impact of erupting volcanoes</li> </ul> <p><b><u>Wolstanton – A local study and comparison to the Lake District</u></b> (Place, space, physical and human processes, environmental impact, cultural diversity)</p> <ul style="list-style-type: none"> <li><b>Locate</b> Wolstanton within the UK and local area</li> <li><b>Explore</b> the impact industry had on Wolstanton and its development</li> <li><b>Compare</b> maps/photos for land use over time in Wolstanton</li> <li><b>Know</b> and <b>understand</b> map symbols</li> <li><b>Explore</b> map making using symbols and directional language</li> <li><b>Compare</b> maps and photos of Wolstanton and the Lake District</li> <li><b>Explain</b> the differences in land use with reference to map symbols</li> <li><b>Provide reasons</b> for settlement preferences, drawing on acquired knowledge</li> </ul> <p><b><u>Countries of the World</u></b> (Place)</p> <ul style="list-style-type: none"> <li><b>Locate</b> countries surrounding the UK and capital cities</li> <li><b>Explain</b> the difference between seasons</li> <li><b>Identify</b> weather patterns in the UK/countries in the Roman empire</li> </ul>
<b><u>Locational knowledge</u></b>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe, focussing on their environmental regions, key human and physical characteristics, countries and major cities</li> <li>Name, locate the four countries of the UK and capital cities</li> <li>Name and locate counties and cities of the UK, geographical regions and their identifying human/physical characteristics and topographical characteristics (hills, mountains, coasts and rivers) and land use patterns</li> </ul>		
<b><u>Human and physical geography</u></b>	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography including volcanoes and earthquakes</li> <li>Describe key aspects of human geography including types of settlements and the distribution of natural resources including energy, food, minerals and water</li> <li>Understand seasonal and daily weather patterns in the UK</li> </ul>		
<b><u>Place knowledge</u></b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK</li> </ul>		

Year 4		Year 4	
	Geographical Skills	Map Skills	Knowledge
<b><u>Geographical enquiry</u></b>	<ul style="list-style-type: none"> <li>Ask geographical questions (What is it like in this place?)</li> <li>Use globes, maps and plans at a range of scales</li> <li>Observe and record</li> <li>Express their own views about people, places and environments</li> <li>Use geographical vocabulary (hill, motorway, near, far, north, south)</li> <li>Use secondary sources of information (photographs, stories, information texts, videos, artefacts)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps (including OS maps), atlases, globes and digital/computer mapping (Google Earth)</li> <li>Use four figure grid references, symbols and a key</li> <li>Create sketch maps, plans and graphs</li> <li>Use locational and directional language to describe the location of features and routes on a map</li> <li>To recognise and interpret contour lines</li> <li>Read/interpret graphs</li> </ul>	<p><b><u>Rivers and the Water Cycle</u></b> (Physical processes)</p> <ul style="list-style-type: none"> <li><b>Identify</b> continents and oceans of the world</li> <li><b>Explain</b> how rivers are formed (ground water/source) and the simple journey to the sea, including the three main courses of a river</li> <li><b>Name</b> and <b>locate some</b> rivers of the UK and the world</li> <li><b>Identify</b> mountainous areas of the UK (Peak District) and <b>explain</b> how contour lines are used to identify heights</li> <li><b>Explain</b> the process of the water cycle and the different stages – evaporation, condensation, precipitation, run off</li> <li><b>Understand</b> that precipitation can be in different forms</li> </ul> <p><b><u>European Study of Greece</u></b> (Place, space, physical and human processes, cultural awareness)</p> <ul style="list-style-type: none"> <li><b>Identify</b> the location of Greece and surrounding seas</li> <li><b>Understand</b> and <b>explain</b> some climate zones and draw our own maps to show these</li> <li><b>Discuss</b> the weather and climate of Greece and <b>provide reasons</b> for patterns</li> <li><b>Identify</b> physical geographical features (Mount Olympus) and other mountainous regions</li> <li><b>Understand</b> contour lines and include them on maps</li> <li><b>Identify</b> human geographical features (houses and the Parthenon) and <b>explain</b> their purpose</li> <li><b>Compare</b> traditional Greek houses to a typical British house and <b>explain</b> similarities and differences</li> <li><b>Explore</b> different types of vegetation and <b>explain</b> how this impacted a traditional Greek diet (DT link – evidence in DT books)</li> </ul> <p><b><u>Recycling and Plastic Pollution</u></b> (Environmental impact)</p> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>explain</b> the impact of pollution on our climate, natural resources and land use</li> <li><b>Discuss</b> how recycling benefits our society and <b>explain</b> how we can use it as a resource</li> <li><b>Evaluate</b> a place in the UK and <b>explain</b> how it has changed over time due to pollution</li> </ul>
<b><u>Locational knowledge</u></b>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK, geographical regions and their identifying human/physical characteristics (hills, mountains, coasts and rivers) and land use patterns – understanding how these have changed over time</li> <li>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere</li> <li>Name and locate the world’s seven continents and five oceans</li> </ul>		
<b><u>Human and physical geography</u></b>	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography including climate zones, and the water cycle</li> <li>Describe key aspects of human geography including types of settlements, land use and the distribution of natural resources including energy, food, minerals and water</li> <li>Locate and name hot and cold areas of the world in relation to the Equator and North/South poles</li> </ul>		
<b><u>Place knowledge</u></b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a European country.</li> </ul>		

Year 5		Year 5	
	Skills	Map Skills	Knowledge
<b><u>Geographical enquiry</u></b>	<ul style="list-style-type: none"> <li>Ask geographical questions (What is this landscape like? What is it used for?)</li> <li>Collect and record evidence</li> <li>Analyse evidence and draw conclusions</li> <li>Communicate findings in a variety of ways</li> <li>Use secondary sources of info (aerial photos, sketches, images, information texts)</li> <li>Begin to use decision-making skills (e.g. what measures could be taken to improve safety on a local street?)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps (including OS maps), atlases, globes and digital/computer mapping (Google Earth)</li> <li>Use six figure grid references, symbols and a key</li> <li>Use longitude and latitude when creating maps</li> <li>Create sketch maps, plans, graphs and digital maps</li> <li>Use fieldwork instruments (rain gauge/camera/thermometer etc.)</li> <li>Create and interpret graphs</li> </ul>	<p><b><u>Climate Zones and Biomes</u></b> (Space, physical and human processes, environmental impact)</p> <ul style="list-style-type: none"> <li><b>Name</b> and <b>locate</b> the different types of biomes</li> <li><b>Describe</b> the features of different biomes</li> <li><b>Understand</b> the difference between weather and climate</li> <li><b>Identify</b> and <b>explain</b> lines of longitude, latitude and the equator</li> <li><b>Explain</b> the impact of deforestation</li> </ul> <p><b><u>Africa and Fairtrade Links</u></b> (Sustainable development, place, interdependence)</p> <ul style="list-style-type: none"> <li><b>Locate</b> Africa on a world map</li> <li><b>Explain</b> what Fairtrade is</li> <li><b>Consider</b> the benefits of buying Fairtrade products</li> <li><b>Describe</b> the process of Fairtrade products</li> <li><b>Understand</b> the impact of unsustainable farming</li> <li><b>Explain</b> the economic links between the UK and Africa</li> <li><b>Understand</b> land use in Africa and create a 3D map</li> </ul> <p><b><u>North and South America</u></b> (Place, physical and human processes,</p> <ul style="list-style-type: none"> <li><b>Name</b> and <b>locate</b> some countries and capital cities of North and South America</li> <li><b>Describe</b> aspects of human and physical geography in relation to a chosen region</li> <li><b>Compare</b> the similarities and differences of North and South America</li> <li><b>Explain</b> how natural resources are distributed</li> </ul>
<b><u>Locational knowledge</u></b>	<ul style="list-style-type: none"> <li>Locate the main countries in North/South America, locating and name principal cities</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle</li> </ul>		
<b><u>Human and physical geography</u></b>	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography including biomes and climate zones</li> <li>Describe key aspects of human geography including the distribution of natural resources including energy, food, minerals and water</li> <li>Describe and understand economic activity/trade links between the UK and Africa</li> <li>Fair/unfair distribution of resources (fair trade)</li> </ul>		
<b><u>Place knowledge</u></b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in North/South America</li> </ul>		

Year 6	Year 6		
	Skills	Map Skills	Knowledge
<b><u>Geographical enquiry</u></b>	<ul style="list-style-type: none"> <li>Ask geographical questions (What is this landscape like? What is it used for? What do I think about it?)</li> <li>Identify and explain different views that people, including themselves, hold about topical geographical issues</li> <li>Communicate findings in a variety of ways, appropriate to the task and audience (e.g. writing to a newspaper about a local issue, using email to exchange information)</li> <li>Use decision-making skills (e.g. what measures could be taken to improve safety on a local street?)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps, atlases, globes and digital/computer mapping</li> <li>Use the eight points of a compass, a four and six figure grid, symbols, keys, longitude and latitude</li> <li>Create sketch maps, plans, graphs and digital maps</li> </ul>	<p><b><u>Scandinavia Study</u></b> (Place, interdependence, physical and human processes, cultural awareness)</p> <ul style="list-style-type: none"> <li><b>Locate</b> different Scandinavian countries</li> <li><b>Explain</b> the features of these countries and their environmental regions</li> <li><b>Explain</b> where some people chose to settle in Scandinavia and why</li> <li><b>Identify</b> the trade links between Scandinavia and the wider world</li> </ul> <p><b><u>Water and Rivers</u></b> (Physical processes, environmental impact)</p> <ul style="list-style-type: none"> <li><b>Explain</b> the process of the water cycle</li> <li><b>Explain</b> the upper, middle and lower course of a river</li> <li><b>Identify</b> different features of rivers e.g. oxbow lakes, deposition, gorge, meanders, weirs, dams</li> <li><b>Discuss</b> how rivers are used as a natural resource</li> <li><b>Compare</b> rivers and evaluate their usefulness</li> </ul> <p><b><u>Darwin's Evolution</u></b> (Place, space, physical processes)</p> <ul style="list-style-type: none"> <li><b>Describe and understand the impact of</b> volcanic eruptions (Galapagos Islands)</li> <li><b>Identify</b> the journey of The Beagle</li> <li><b>Explore</b> lines of longitude and latitude and <b>explain</b> these in relation to HMS Beagle's journey</li> <li><b>Identify</b> time zones</li> </ul>
<b><u>Locational knowledge</u></b>	<ul style="list-style-type: none"> <li>Locate the main countries in Europe and North/South America, locating and naming principal cities.</li> <li>Name several key physical and human features of countries in Scandinavia</li> <li>Have a comprehensive understanding of different time zones</li> </ul>		
<b><u>Human and physical geography</u></b>	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography including rivers and mountains</li> <li>Describe key aspects of human geography including the distribution of natural resources including energy, food, minerals and water</li> <li>Describe and understand physical geography including volcanoes and earthquakes</li> <li>Describe and understand economic activity/trade links between the UK, European countries and ROW</li> </ul>		
<b><u>Place knowledge</u></b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> </ul>		