

Progression of Skills in Geography - March 2020

Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>To locate and name/identify the 4 countries of the UK.</p> <p>To name the 4 capital cities in the UK.</p> <p>Recognise similarities and differences in their immediate environment.</p> <p>Talk about people and places beyond their local environment.</p>	<p>To locate and name/identify the 4 countries of the UK, capital cities and surrounding seas.</p> <p>To locate and name/identify the World's continents and oceans.</p> <p>To locate hot/cold areas of the World in relation to the Equator and Poles.</p> <p>To locate areas being studied on a world map or globe: UK, China</p>	<p>To know the names of the 4 countries of the UK, be able to name and place the 4 capitals, and identify some large cities e.g. Manchester, Glasgow, Swansea etc.</p> <p>To locate and name on a world map or globe:</p> <ul style="list-style-type: none"> • the continents • the 5 oceans • areas with similar climate <p>To understand the difference between the terms: UK, GB and The British Isles.</p>	<p>To know the names of the countries, capitals and large cities of the UK.</p> <p>To locate and name/identify counties and cities of the UK.</p> <p>To locate areas being studied on a world map or globe: Rio, Malaga, Brighton.</p>	<p>To locate and name/identify counties and cities of the UK.</p> <p>To locate and name mountains, hills, cities, rivers, and land use patterns around the UK.</p> <p>To locate areas being studied on a world map or globe: Egypt, River Nile</p>	<p>To build the chdn's knowledge of the UK and the wider World</p> <p>To know names and capitals of key economic countries and those in current news.</p> <p>To locate areas being studied on a world map or globe: Eg. Tokyo, Japan</p>
Place knowledge	<p>To talk about where they live.</p> <p>To talk about and find their way around school – show an awareness of where place/people are (eg. hall, Miss Hussey's office).</p> <p>To begin to have an understanding of the</p>	<p>To begin to have an understanding of the world beyond their own immediate environment, including hot and cold locations.</p> <p>To compare UK/London and Beijing/China and understand a number of geographical similarities and</p>	<p>To compare and contrast regions with temperate, polar, rainforest and desert climates – show an understanding of land use and populations.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of London/South East, Mediterranean Spain and Rio/surrounding areas.</p>	<p>To understand geographical similarities and differences through the study of the area around Downe Camp eg. land use (houses, woodland etc).</p> <p>To compare land use around the Nile in Ancient and modern Egypt. C/C History</p>	<p>To study an area that has suffered a natural disaster – compare before and after, study the effects of the disaster. Eg. Tokyo earthquake</p>

	world beyond their own immediate environment, including hot and cold locations.	differences between them.				
Human and physical geography	To identify seasonal and daily weather patterns in the UK. C/C Science	To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the World in relation to the equator and poles To understand geographical similarities and differences through studying the human and physical geography of London and a non-European country.	To explore the climate and weather of polar, temperate, rainforest and desert regions. Compare and contrast the effect of nature on people, how climate impacts on the way/where people live	To understand geographical similarities and differences through the study of human and physical geography of London/South East, Mediterranean Spain and Rio/surrounding areas.	To name and locate mountains, hills, cities, rivers, and land use patterns around the UK; understand how some of these aspects have changed over time. To understand how rivers and mountains are formed.	To identify the reasons for and impact of a variety of natural disasters C/C Literacy
Geographical skills, fieldwork and map work	To create maps of the school and local area and New Addington.	To use simple fieldwork and observational skills to study the geography of the wider school grounds- C/C Science	To use fieldwork to observe, measure and record local weather conditions using a range of methods, including graphs and digital technologies.	To use fieldwork to observe, measure and record data about soils and rocks around school. To use fieldwork to observe and record data about human & physical features in New Addington and Brighton using methods such as sketch maps, plans and graphs, and digital technologies.	To use fieldwork to observe, measure and record the human and physical features around Downe Camp using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To know how to read maps and create own maps. To use a variety of fieldwork resources (including digital tech) to navigate from one place to another eg. Orienteering at Carrotty Wood.