Woodlands Community Primary School

Geography skills progression

F2	
Location and Place Knowledge	To be able to identify key features of their environment including simple maps.
Human and Physical Geography	To identify and discuss changes in the environment such as seasons and weather. Comparing different weather types - jungles and beaches and where we live. This will be taught using stories.
Fieldwork	To identify key features of their local environment and key features of a wooded area. Children will go on a local walk and visit Eastham Woods.

Breadth of Study	**Y1**		**Breadth of Study**	**Y2**	
Location and Place Knowledge	Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Use paper maps to locate the UK. Identify the 4 countries and label the capital cities. Explain the purpose of a capital city and form opinions on how this affects population size. Study pictures/videos of their locality and the UK and ask geographical questions e.g. What is it like to live in this place? Express own views about a place, people and environment. Draw and label pictures of landmarks in their locality and the UK.	**Location and Place Knowledge**	Name and locate the world's seven continents and five oceans, understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country - Australia perhaps?	Use maps and a globe to locate the continents and oceans and understand that both a map and a globe show the same thing. Use maps and a globe to locate the UK. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Locate contrasting non-European country on a map. Study pictures/videos of two localities, one in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Study pictures of the localities in the past and in the present and ask 'How has it changed? Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.

Human and Physical Geography	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Identify seasonal and daily weather patterns in the United Kingdom.	Identify key human and physical features within locality and the UK. Be able to talk and write about the key human and physical features of their locality and London. Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.	**Human and Physical Geography**	Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Identify the human and physical features of the two contrasting localities studied.	Use both maps and globes to identify the coldest places in the world – The North and South pole. Make predictions about where the hottest places in the world are. Identify the equator and locate the places on the Equator which are the hottest. Draw pictures to show how the two localities are different and write comparatively to show the difference between the features.
Fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.	Make a simple pictorial map of their classroom, school and local area. Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey. Study aerial photographs of their locality and label key human and physical features e.g. school, church, mosque, park, shops. Look at a simple map of the local area and identify the things they know and have seen. Use simple compass directions (North, South, East and West) to describe the location of features on a map.	**Fieldwork**	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - fieldwork in the small area of the United Kingdom, use to compare to the small area in a contrasting non-European country studied.	Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the local area; use and construct basic symbols in a key. Observe and record the features around the locality e.g. the different types of plants, animals, traffic and compare this to the contrasting non-European locality. Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.

Breadth of Study		Y3	Breadth of Study	Y4
Location and Place Knowledge	**Exploring the United Kingdom** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. **Greece** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (North West, England), and a region in a European country (Crete, Greece.)	Build on prior knowledge (from KS1) of UK countries and capital cities by using maps, atlases, globes and digital computer mapping (Google Earth) to locate UK counties and cities. Explain how cities were formed. Understand what a county is. Begin to use the eight points of a compass to relate UK counties and cities to each other. Study topographic maps to make assumptions about the different areas of the UK e.g. using map keys to identify mountainous areas, urban areas. Use symbols on OS maps to identify human and physical features of UK regions and cities. Describe the main human and physical features of the UK. Compare human and physical features of different settlements (villages, tows, cities) Understand how and why places change over time. Identify how coastal erosion and deposition has caused landscapes to change. Describe how their local area has changed over time. Use maps and atlases to locate and describe the Athens and Central Greece region, its physical features and main settlements. Describe Greece's climate and use graphs to show the climate of Athens. Investigate the relationship between the growth in tourism , regeneration and the preservation of historic sites. Identify positive and negative impact of tourism on Athens. Interpret aerial photographs, OS map of Liverpool, data and statistics from both cities, and atlases to compare the region of Athens and Central Greece with Liverpool.	**North America** Use maps to locate the countries of North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America	Use atlases to locate where in the world North America is and identify some of its countries and their capital cities. Use atlases to identify the position of the four hemispheres, relating them to being divided by the equator and Greenwich meridian line. Use maps to identify the different climates zones within North America. Use maps to identify the different biomes within North America. Explore the plant and animals associated with different biomes within North America. Ask and answer geographical questions related to biomes and climate e.g. why is tundra similar to desert? Explore how the Columbian Exchange impacted ecosystems, land use and economics. Explore how physical features - climate and vegetation belts - affected settlement and land use in the USA. Explore how trade links impacted settlement in the USA. Compare USA climate regions with UK climate. Compare physical features of USA and UK (mountains, volcanoes, hills, rivers, lakes)

Human and Physical Geography			Describe and understand the key aspects of physical geography, including: climate zones, biomes, mountains, **volcanoes and earthquakes.** Describe and understand the key aspects of physical geography, including: climate zones, biomes, **mountains**, volcanoes and earthquakes.	Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Draw diagrams and label parts of a volcano. Use correct terminology to describe each stage of the process of a volcanic eruption. Discuss how volcanoes and earthquakes affect human life e.g. settlements. Locate places in the world where earthquakes are common. Label Earth's structure using correct vocabulary. Discuss how earthquakes occur. Use atlases to locate mountains in the UK and around the world and the highest peak in each continent. Draw and label the features of a mountain. Use correct terminology to explain how different types of mountains are formed. Use topographic maps to explore contour lines and identify high and low areas of land. Describe a mountainous climate. Recognise how climate impacts habitat in mountainous areas.
Fieldwork	**Coastal study: West Kirby** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use aerial photos to identify physical and human geographical features (West Kirby) Use OS maps and keys to identify geographical features (West Kirby) Use four figure grid references to locate geographical features on an OS map (West Kirby) Draw a field sketch showing increasing detail Use a tally chart to collect and compare data		

Breadth of Study		Y5	Breadth of Study	Y6
Location and Place Knowledge	**Rainforests** Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. **Going Global** 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.	Use atlases to locate tropical rainforests around the world. Use data to make comparisons between a tropical rainforest's climate and biodiversity to a region of the UK (North West, England) Use atlases to locate countries and cities around the world. Use topographic and digital mapping to identify the main physical and human features (with a focus on Europe including Russia) Use the eight points of a compass to relate countries to each other	**Welcome to Bangladesh** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Around the World** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Use atlases, globes and digital computer mapping (Google Earth) to locate Bangladesh. Interpret topographic maps to identify different physical features of Dhaka and discuss elevation changes of the land. Identify lines of latitude and longitude e on a map. Identify the latitude and longitude of a location on a map. Identify the Arctic Circle and Antarctic Circle on a map and globe. Identify the location of the Tropics of Cancer and Capricorn. Identify differences and similarities between the UK and the tropics. Identify the location of the Prime Meridian. Find the local time in another city using time differences. Explain why we need to have time zones. Compare the world's main climate types. Describe the major biome of the world. Relate this to knowledge of the hemispheres, the Equator and the Tropics, Arctic and Antarctic Circle.
Human and Physical Geography	**Rainforests** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including: types of settlement and land use	Use locational knowledge to describe a tropical rainforest climate. Identify the features of a tropical rainforest biome. Explore vegetation in a tropical rainforest, identifying and describing the different layers. Explore the animals involved in a tropical rainforest ecosystem. Explore sustainable farming and fair-trade. Identify the reasons for deforestation. Explore how deforestation affects ecosystems, biodiversity, settlements and climate. Identify ways individuals can help preserve rainforests	**Welcome to Bangladesh** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle Describe and understand key aspects of human geography, including: settlement and land use	Use locational knowledge to describe a subtropical climate, comparing to different climate zones studied in previous years. Use map to identify different biomes in Bangladesh Explain how vegetation belts are affected by the climate. Explain how rivers affect vegetation belts, settlement and land use. Explain how extreme weather affects settlement and land use. Explain the water cycle. Describe the key features of a river system

		Identify ways to protect indigenous peoples.		Compare the features of a river at different points along its course. Create a key to show where erosion and deposition occur in rivers. Explain the impact of damming rivers.
	The World's Resources Describe and understand the key aspects of human geography, including: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography including the water cycle.	Understand why foods are imported and exported, identifying benefits and issues. Identify ways to reduce food wastage. Recall the main stages of electricity distribution Identify what makes an energy source renewable Name some of the methods of power generation used in the UK Identify ways to reduce energy usage. Identify the steps in the water cycle Use locational knowledge to discuss the issues linked to distribution and access to water in different parts of the world Identify ways to reduce water wastage. Explain how small changes can lead to a big impact.		
	Going Global Describe and understand the key aspects of physical geography, including: climate and biomes. Describe and understand the key aspects of human geography, including: economic activity including trade links	Describe the climate and biome of given countries in the world, with a focus on Europe and Russia. Explain the UK's trade links with other countries. Use maps to show trade links with other countries Discuss and debate fair trade. Generate solutions and promote ethically sound trade. Describe examples of a global supply chain.		

Fieldwork			**Port Sunlight** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Interpret OS maps to answer questions about how geographical features impact settlement and land use. Use aerial photographs to support drawing a map of Port Sunlight Compare modern and historic map to identify changes over time. Use secondary data to explore the economic and social change in an area. Use the eight points of a compass to relate geographical features to each other Use six figure grid references to locate geographical features on an OS map Take digital photographs of main features and plot them on a map to show the route around Create a clear sketch map (to include a frame, titles, key and direction) Decide best ways to collect and present primary data