

St. Laurence CofE Junior Academy

Geography Progression of Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge					
<ul style="list-style-type: none"> • Pupils can recognise similarities and differences in their immediate environment • Pupils can talk about people and places beyond their local environment • Pupils can name and locate the four countries making up the British Isles. 	<ul style="list-style-type: none"> • Pupils are beginning to name the countries making up the British Isles, with their capital cities. • Pupils can locate the four countries which make the British Isles and know the main river running through each country. • Pupils know the surrounding seas of the United Kingdom • Pupils can locate and name the continents on a World Map. • Pupils can locate and label the five oceans. 	<ul style="list-style-type: none"> • Pupils are becoming more confident locating countries in Europe, North and South America on a map • Pupils are becoming more confident locating cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle 	<ul style="list-style-type: none"> • Pupils can locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to 	<ul style="list-style-type: none"> • Pupils are becoming more accurate in locating countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • Pupils can identify at least 5 of: the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer 	<ul style="list-style-type: none"> • Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, 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

			identify their significance	and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones	<ul style="list-style-type: none"> Pupils can identify how aspects of the physical and human geography have changed over time
Place Knowledge					
<ul style="list-style-type: none"> Pupils can talk about where they live, their homes and families and compare to those in another country. Pupils can talk about and find their way around the school showing an awareness 	<ul style="list-style-type: none"> Pupils can compare England with a contrasting Country in the world - India/Australia/Brazil etc. Pupils can compare a local City/town in England with a contrasting city in a different country. 	<ul style="list-style-type: none"> Pupils have studied a small area in the U.K and are beginning to understand similarities and differences in human geography. Pupils have studied a small area in the U.K and are beginning to understand similarities and differences in physical geography 	<ul style="list-style-type: none"> Pupils have studied a region of the U.K, a region in a European country (<i>linked to Invaders and Settlers</i>) and can identify at least one similarity and the difference between them 	<ul style="list-style-type: none"> Pupils have studied a region of the U.K, a region in a European country (Greece) and can identify some similarities and differences between them in physical geography Pupils have studied a region of the U.K, a 	<ul style="list-style-type: none"> Pupils have studied a region of the U.K (<i>Linked to WW1/2</i>) and a region within North or South America (<i>Mayans</i>) or non-European society (<i>Benin</i>) and are able to understand similarities and differences between them in physical geography Pupils have studied a region of the U.K

<p>of where things belong and the people within the school</p>			<p>in physical geography</p> <ul style="list-style-type: none"> • Pupils have studied a region of the U.K, a region in a European country (<i>linked to Invaders and Settlers</i>) and can identify at least one similarity and the difference between them in human geography 	<p>region in a European country (Greece) and can identify some similarities and differences between the them in human geography</p>	<p>(<i>Linked to WW1/2</i>) and a region within North or South America (<i>Mayans</i>) or non-European society (<i>Benin</i>) and are able to understand similarities and differences between them in human geography</p>
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Human and Physical Geography

Human Geography - the study of people and their communities, cultures, economies, and interactions with the environment. Settlements, land use, trade links, distribution of natural resources etc.

Physical Geography - the study of processes, patterns and features of the natural environment. Rivers, mountains, earthquakes, climate etc.

<ul style="list-style-type: none"> • Pupils can express their views on features of the environment of a locality • Pupils can show their knowledge, 	<ul style="list-style-type: none"> • Pupils can discuss the weather and seasons. They start to look and notice patterns. • Pupils can compare and contrast two British localities. 	<ul style="list-style-type: none"> • Pupils are beginning to describe some aspects of physical geography/ human geography • Pupils can identify settles and land use of the key areas they study. 	<ul style="list-style-type: none"> • Pupils can describe aspects of physical geography/human geography • Pupils can ask questions about climate and identify different 	<ul style="list-style-type: none"> • Pupils can describe and understand some key aspects of physical geography/human geography • Pupils can explain the distribution 	<ul style="list-style-type: none"> • Pupils can describe and understand a range of key aspects of physical geography/ human geography • Pupils can locate major cities of the world and draw
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<p>skills and understanding in studies at a local scale</p> <ul style="list-style-type: none"> • Pupils use resources that are given to them, and their own observations, to ask and respond to questions about places and environments 		<ul style="list-style-type: none"> • Pupils can use maps to make assumptions about different areas e.g. using map keys to identify mountain areas/urban areas. • Pupils can start to answer questions about natural resources (food/minerals/water s) based on the areas they study. 	<p>climate zones on a map.</p> <ul style="list-style-type: none"> • Pupils are starting to understand global warming and the impact it is having on the world. • Pupils can discuss seasonal weather changes. • Pupils can start to discuss the consequences for the future. 	<p>of natural resources of the key places they study.</p> <ul style="list-style-type: none"> • Pupils can use geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley etc. ○ key human features including, city, town, village, factory, farm, house, office, port, harbour, shop 	<p>conclusions based on similarities/differences.</p> <ul style="list-style-type: none"> • Pupils can study the settlements and land use of the key places of study. • Pupils can understand the economic activity of the key places of study. • Pupils can explain weather conditions/patterns around the UK and parts of Europe.
Geographical Skills and Fieldwork					
<ul style="list-style-type: none"> • Pupils can develop maps of the local environment 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google 	<ul style="list-style-type: none"> • Pupils are practising using maps, atlases and globes to locate countries and 	<ul style="list-style-type: none"> • Pupils are becoming more confident using two of these 	<ul style="list-style-type: none"> • Pupils can use two of these three: maps, atlases, globes 	<ul style="list-style-type: none"> • Pupils can use maps, atlases, globes and digital/ computer mapping to locate

<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries 	<p>Earth) to locate countries and describe features studies</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>describe features studied and are becoming more confident using these</p> <ul style="list-style-type: none"> • Pupils are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies 	<p>three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studies</p> <ul style="list-style-type: none"> • Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, 	<p>and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and 	<p>countries and describe features studied</p> <ul style="list-style-type: none"> • Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies
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