



GEOGRAPHY

KNOWLEDGE AND SKILLS PROGRESSION




Skills	Year 3	Year 4	Year 5	Year 6
GEOGRAPHICAL CONTEXT	Local – how our school’s land use changed over time UK- farming Global- Egypt, global farming, developing countries, Sweden, America, Greece	Local – impact of railways on land use UK- local communities, impact of Anglo-Saxons / Romans Kingdoms on settlement Global- South America, Antarctica and the Poles	Local – human impact on local geography UK- natural disasters Global- natural disasters, Central America, Rainforests	Local – Manchester, river study, Cheadle Hulme UK- river formations Global- impact of WW2
Fieldwork 	Pupils use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps. Pupils are able to use simple equipment to measure and record. Pupils apply mathematical skills in data handling to Geography fieldwork.	Pupils investigate the local area, looking at types of shops, services and houses. Pupils conduct surveys. Pupils carry out a simple questionnaire. Pupils apply mathematical skills in data handling to Geography fieldwork. Pupils can use digital sources to carry out research.	Pupils can carry out a focussed depth study, looking at issues/changes in the area. Pupils use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps, graphs and digital technologies.	Pupils use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps, graphs and digital technologies. Pupils can collect, analyse and communicate with a range of data gathered during fieldwork to show an understanding of geographical processes (river erosion?) Pupils can describe and predict how and why an area may change in future.
Locational and Place Knowledge 	Pupils name and locate Egypt and its neighbouring countries, focusing on key physical/human characteristics. Pupils can use an index in an atlas, aerial photos and satellite images to find the world’s countries. Pupils can name and locate the countries and capital cities in the UK and some counties/regions in the North-West. Pupils name and locate geographical regions of the UK and their physical characteristics including some cities.	Pupils locate the world’s countries, environmental regions, key physical or human characteristics. Pupils can <u>name and locate major</u> countries and capital cities in Western Europe. Pupils <u>name and locate</u> geographical regions of the UK and their physical and human characteristics, including some cities and some topographical features (hills, mountains, rivers). Pupils understand similarities and differences of human and physical geography of a region in the UK and in a European country.	Pupils locate the world’s countries environmental regions, key physical or human characteristics and major cities. Pupils can name and locate more cities and counties/regions across all of the UK. Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the UK, comparing to region in Europe. Pupils can identify the position/ significance of time zones, lines of longitude and latitude, the Equator, N	Pupils locate European countries, key physical or human characteristics and major cities. Pupils can <u>name and locate more</u> countries and capital cities in Western Europe. Pupils <u>know about</u> the geographical regions of the UK and their identifying physical and human characteristics, including cities and detail of the key topographical features including naming UK hills, mountains and rivers or types of coasts.

GEOGRAPHY

KNOWLEDGE AND SKILLS PROGRESSION




	<p>Pupils understand geographical similarities and differences through the study of human and physical geography of a region within North America.</p> <p>Pupils understand how some aspects have changed over time.</p>	<p>Pupils can identify the Equator, lines of longitude and latitude, the Arctic and Antarctic circles.</p> <p>Pupils can identify the Tropics of Cancer and Capricorn as well as the Northern and Southern hemisphere.</p> <p>Pupils understand how some aspects have changed over time using geographical vocabulary.</p>	<p>and S hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Pupils understand geographical similarities and differences and can follow their own enquiry through the study of human and physical geography of rivers in a region of the UK.</p>
--	---	--	---	---

<p>Using globes, maps and plans/ Map work</p> 	<p>Pupils <u>use atlases</u>, aerial photos, maps and satellite images to find places using index/ contents.</p> <p>Pupils <u>understand the need</u> for a key.</p> <p>Pupils understand the purpose of maps, beginning to use mathematical skills to conduct a survey.</p> <p>Pupils use simple grids with letters and numbers and 2-figure co-ordinates to locate places.</p> <p>Pupils are starting to understand what Ordnance Survey symbols represent.</p> <p>Pupils can use the 4 points of a compass to describe the location of countries and cities of the UK.</p> <p>Pupils use aerial photos and satellite images to explore topography and terrain.</p>	<p>Pupils <u>use atlases more confidently and independently</u> to find places using index/ contents.</p> <p>Pupils <u>can use a key</u> to understand land use.</p> <p>Pupils are starting to understand scale and distance on a map.</p> <p>Pupils use simple grids with letters and numbers and 4-figure grid references to locate places.</p> <p>Pupils use and understand Ordnance Survey symbols (cities, rivers, mountains, hills, key topographical features, land use patterns) and keys to build up knowledge of a place.</p> <p>Pupils can use the 8 points of a compass.</p> <p>Pupils use plans, aerial photos and satellite images.</p>	<p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils understand and apply mathematical understanding, e.g. time differences etc. when using maps.</p> <p>Pupils continue to use 4-figure grid references to locate places.</p> <p>Pupils use 1:10,000 and 1:25,000 OS maps.</p> <p>Pupils can confidently use the 8 points of a compass.</p> <p>Pupils are starting to interpret a range of <u>sources of geographical information</u> including maps, globes, aerial photographs and Geographical Information Systems.</p>	<p>Pupils use maps, atlases, globes and digital/computer mapping to locate countries, describe features studied and make comparisons.</p> <p>Pupils use a key to make comparisons.</p> <p>Pupils understand and use 6-figure grid references to interpret OS maps.</p> <p>Pupils use 1:10,000 and 1:25,000 OS maps</p> <p>Pupils understand Ordnance Survey maps and apply mathematical understanding, e.g. at different scales.</p> <p>Pupils use the 8 points of a compass, symbols and key to show knowledge of UK and the wider world. Pupils plan a thematic map.</p> <p>Pupils draw a detailed sketch map using symbols and a key.</p> <p>Pupils <u>interpret</u> a range of sources of geographical information including maps, globes, aerial photographs and Geographical Information Systems.</p>
--	---	---	--	---

GEOGRAPHY

KNOWLEDGE AND SKILLS PROGRESSION



<p>Human and Physical Geography</p> 	<p>Pupils can use the correct geographical words to describe a place.</p> <p>Pupils are starting to describe and understand key aspects of physical geography including rivers and mountains.</p> <p>Pupils describe key aspects of human geography including types of settlement and land use, economic activity and the distribution or some natural resources of the countries studied.</p> <p>Pupils describe differences between places.</p>	<p>Pupils describe and understand key aspects of physical geography including rivers and mountains.</p> <p>Pupils can locate physical geographical features (oceans, bordering countries).</p> <p>Pupils describe key aspects of human geography including types of settlement and land use (including types of building), economic activity and the distribution of some natural resources of the countries studied.</p> <p>Pupils can compare places, finding similarities and differences. Pupils recognise that a place can be different for different people.</p> <p>Pupils are starting to understand different geographical features that communities need to be successful.</p>	<p>Pupils describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation (e.g. population, income, life expectancy) change over time.</p> <p>Pupils describe key aspects of human geography including types of settlement and land use, economic activity.</p> <p>Pupils understand key aspects of physical geography e.g. climate zones, biomes (a large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra) and vegetation belts.</p> <p>Pupils can explain in <u>simple terms</u> volcanoes, earthquakes and the water cycle.</p> <p>Pupils <u>are starting to</u> give reasons for the impact of geographical influences/effects on people, place or themes studied.</p> <p>Pupils know location of places of global significance, their defining physical and human characteristics and how they relate to one another.</p>	<p>Pupils confidently use and apply the vocabulary of other subjects such as Maths, English and Science when describing geographical features and processes.</p> <p>Pupils describe processes that give rise to key physical features.</p> <p>Pupils describe the distribution of natural resources including energy, food, minerals and water in the continents and countries I have studied.</p> <p>Pupils describe key aspects of human geography including types of settlement and land use, economic activity, making links to prior knowledge.</p> <p>Pupils can explain the process of the water cycle <u>in detail</u>.</p> <p>Pupils <u>give reasons</u> for the impact of geographical influences/effects on people, place or themes studied.</p> <p>Pupils know location of places of global significance, their defining physical and human characteristics and how they relate to one another.</p>
<p>Enquiry skills and communication</p>	<p>Pupils communicate geographical information in a variety of ways, including through maps.</p> <p>Pupils map evidence from fieldwork (sketch annotated views).</p>	<p>Pupils communicate geographical information in a wide variety of ways, including through maps.</p> <p>Pupils draw sketch maps using symbols and a key.</p>		