



Fir Tree Junior School
Curriculum Knowledge and Skills Progression
Geography

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the 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 and change over time
- are competent in the geographical skills needed to:
 - i. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ii. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - iii. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	Expectations for end of KS1	Y3	Y4	Y5	Y6	Expectations for end of KS2
Locational Knowledge	name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	locate the major cities (and towns) in the UK locate and name some of the cities, towns and main islands that surround the UK recall a number of countries in the Northern Hemisphere use maps to locate the countries of Europe locate the countries in Europe, concentrating on their environmental regions and begin to use this to describe regional weather	know the difference between the British Isles, Great Britain and UK locate and label different countries/continents in the Northern and Southern hemisphere raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres study the land - use patterns of an area the	use maps to locate the countries of North America use maps to locate the countries of South America locate the countries in South America, concentrating on their environmental regions locate the countries in South America, concentrating on their key physical and human characteristics	recap the position and investigate the significance of the Arctic and Antarctic circles (building on Y4) Name the main lines of latitude and meridian of longitude identify the position and significance of the Greenwich Meridian and different time zones (including night and day) and explain how time zones work Locate and name some of the world's physical features and analyse their formation (volcanoes / rivers / mountain ranges /biomes and vegetation	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features

		locate the countries in Europe, concentrating on their key physical and human characteristics locate and name the capital cities of neighbouring European Countries study the land--use patterns of an area the United Kingdom linked to the area I am studying and say how these have changed over time use photographs to critically study the topographical features of an area in the UK linked to the area I am studying	United Kingdom linked to the area I am studying and say how these have changed over time locate the Tropic of Cancer and the Tropic of Capricorn, the Arctic and Antarctic Circles locate and name some of the world's physical features and describe them (volcanoes / <u>rivers</u> / mountain ranges /biomes and vegetation belts)	locate the major cities in South America Locate and name some of the world's physical features and compare them (<u>volcanoes</u> / rivers / <u>mountain</u> ranges /biomes and vegetation belts)	belts) Investigate and analyse the largest physical features in the world Desert / river / mountain etc.	(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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)
Place Knowledge	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom	study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe	study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. study maps of the USA to identify environmental regions. Compare and contrast these regions.	locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. 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.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: 1) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 2) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	describe and show an understanding of the climate zones of the key places I study describe the settlements and land use of the key places that I study study the economic activity, including trade links, of the key places that I study discuss the distribution of natural resources, including energy, of the key places that I study answer questions about the food, minerals and water aspect of the key places I study identify physical features in a locality Identify and explain the human features of a locality map physical features and use an atlas to identify physical features describe some physical geographical processes e.g. how mountains / volcanoes are formed / river processes/ <u>weather (rain/snow/blizzard)</u>	use and explain the term 'climate zone' and identify them using maps ask questions and find out what affects the climate discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area ask questions about global warming and discover the cause of it and research the implications reach reasoned and informed solutions and discuss the consequences for the future Suggest what life might be like for people living in different locations around the world with reference to climate, population, lifestyle Describe how humans have responded to the challenges of the physical environment Explain why people could be attracted to live in cities Explain why people might choose to live in a village	use and explain the term 'biome' use knowledge of this term to make suggestions for places in the world which may be biomes use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. explain reasoning using knowledge of maps explain the distribution of natural resources, including energy, of the key places that I study study the food, minerals and water aspects of the key places that I study Describe how physical features of a place have an impact on people's lives E.g. river / volcanoes / mountains / earthquakes / weather. Analyse why people are attracted to live in a particular environment Analyse what life is like for people living in different	reflect on the importance and value of the tourism industry in these areas locate the major cities of the world and draw conclusions as to their similarities and differences study the settlements and land use of the key places that I study study the economic activity, including trade links, of the key places that I study study the distribution of natural resources, including energy, of the key places that I study Evaluate how physical features of a place have an impact on people's lives E.g. river / volcanoes / mountains / earthquakes / weather. Evaluate why people make choices to live in a given locality / particular environment Evaluate what life is like for people living in contrasting localities Explain how human activity has caused an environment to change	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. Describe and understand key aspects of: 1) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 2) Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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		give examples of key physical features within localities across the world study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas, critically study photographs Explain how the lives of people living in a place would be different from their own Describe what life might be like for humans living in a particular environment	rather than a city Explain how a locality has changed over time with reference to human features Suggest different ways that a locality could be changed and improved Explain some physical geographical processes e.g. how mountains / volcanoes are formed / <u>river processes</u>/ weather	locations around the world Find different views about an environmental issue. Analyse what a place might be like in the future, taking account of issues impacting on human features Analyse how people manage their environments Explain how humans impact on their environment Analyse how physical features in a locality impact on, or are impacted by, other physical features Map physical features and use maps at different scales to identify physical features Replicate some physical geographical processes e.g. how mountains / volcanoes are formed / river processes / desertification / weather Give examples of key physical features within localities across the world, making comparisons between them	Find different views about an environmental issue. .What is their view? Evaluate what a place might be like in the future, taking account of issues impacting on human features Suggest how humans could act to sustain environments Evaluate how physical features in a locality impact on, or are impacted by, other physical features Map physical features and use atlases, maps and digital technology at different scales to identify physical features Give examples of key physical features within localities across the world, making comparisons between them	
Geographic al Skills and Fieldwork	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the	Develop an understanding of geographical skills to enhance their locational and place knowledge. use maps to locate	Understand and apply geographical skills to enhance their locational and place knowledge.	Apply their geographical skills in a range of contexts to enhance their locational and place knowledge. choose the best resources to	Select from their full range of geographical skills to enhance their locational and place knowledge. evaluate and choose the best	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.	countries and describe features studied use atlases to locate countries and describe features studied use digital and computer mapping to locate countries and describe features studied use the four points of a compass to build my knowledge of the United Kingdom and the wider world use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom identify key features of a locality using a map make accurate measurements of distances on a map within 100km	understand how to use ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider World use the four and six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world carry out a geographical survey locate the same place on a globe and in an atlas label the same features on an aerial photograph as on a map plan a short, local, journey using a map accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)	use (maps, atlases, globes and digital/computer mapping) to locate countries and describe features studied use atlases to locate countries and describe features studied use digital and computer mapping to locate countries and describe features studied use more complex ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world collect information about a place and use it in a report find possible answers to their own Geographical questions make detailed sketches and plans of a location in-situ; improving their accuracy later plan a journey to another place in another part of the world; taking into account distance and time	resources to use (maps, atlases, globes and digital/computer mapping) to locate countries and describe features studied undertake a traffic survey of the local main road -- tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users -- shopkeepers, children, senior citizens, businesses collate the data collected and record it using data handling software to produce graphs and charts of the results. ask Geographical questions e.g. how is traffic controlled? What are the main problems? Undertake a general survey of the local road/ high street form and develop opinions e.g. Do the pupils like/ dislike the road/ street compare road with another busier/ quieter street road make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer What changes/ improvements would they make to either	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.
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