

Farnborough Primary School Progression of Knowledge and Skills Geography

Geography	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	<p>Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Kent</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use. River Thames</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p> <p>Linking with science, time zones, night and day Earth and Space Science</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand how these features have changed over time.</p>

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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 Africa	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/continent	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/continent Australia	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. Europe: Spain (link to Tudor topic) 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/continent South America: Rain-forest topic	Compare a region in UK with a region in N. or S. America with significant differences and similarities. South America: Amazon	Compare a region in UK with a region in N. or S. America with significant differences and similarities. North America: Mexico City

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Human and Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Africa Use basic geographical vocabulary to refer to: ☑ key physical features, including: beach, cliff, coast, hill, mountain, sea, season and weather ☑ key human features, including: city, town, village, factory, farm, house, shop.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Arctic/ Antarctica 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</p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, Volcanoes, mountains and earthquakes</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones and biomes South America Rainforest</p> <p>Describe and understand key aspects of: Human geography including types of settlements in modern Britain: villages, towns, cities and in Early Britain linked to Tudors; economic activity including trade links and the distribution of natural resources including food Rainforest</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. River Amazon</p> <p>Describe and understand key aspects of: Human geography including types of settlements and land use River Thames</p>	<p>Describe and understand key aspects of : Human geography including land use economic activity including trade links and the distribution of natural resources including energy, food, mineral and water Link to Industrial Revolution</p>

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<p>Geographical Skills and Field-work</p>	<p>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:</p> <p>Use picture maps and globes to identify the United Kingdom and its countries.</p> <p>Use a simple picture map to move around the school; recognise that it is about a place.</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map. Follow directions (Up, down, left/right, forwards/backwards) Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features:</p> <p>Use KS1 atlas, globes and large-scale OS maps and follow a route on a map Locate and name on UK map major features e.g. London, River Thames, Bromley, Orpington, seas</p> <p>Devise a simple real or imaginary map; and use and construct basic symbols in a key.</p> <p>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.</p> <p>Begin to spatially match places e.g. recognise the UK on a small scale and larger scale map</p>	<p>Use fieldwork to observe 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> <p>Begin to use KS2 atlas, globes and digital mapping to locate countries and describe features studied. Begin to identify features on aerial/oblique photographs</p> <p>Locate places on larger scale maps e.g. map of Europe Follow the route of a map with some accuracy e.g. whilst orienteering</p> <p>Devise a map of a short route experiences with features in the correct order. Use standard key symbols</p> <p>Use the 4 points compass points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Begin to match boundaries e.g. find the same boundary of a country on different scale maps</p>	<p>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> <p>Use maps, atlases, globes and digital/computer mapping and large and medium scale OS maps to locate countries and describe features studied. Locate places on a large-scale map e.g. South America</p> <p>Follow a route on a large-scale map e.g. Trade Routes</p> <p>Learn the eight points of a compass, four figure grid references.</p> <p>Devise a map of a route experiences with features in the correct order.</p> <p>Know when a key is needed and begin to recognise symbols on a OS map</p> <p>Match boundaries e.g. find the same boundary of a country on different scale maps</p>	<p>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> <p>Use maps, atlases, globes and digital/computer mapping – selecting a specific map for a purpose e.g. pick an atlas to find Copenhagen and an OS map to find a local village</p> <p>Use index and contents pages of atlases. Begin to use atlases to find out about other features of places e.g. the wettest part of the world</p> <p>Compare maps with aerial photos</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Draw and sketch maps using symbols and keys.</p> <p>Use and recognise OS map symbols Find/recognise places on maps of different scales e.g. River Nile</p>	<p>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> <p>Confidently use maps, atlases, globes and digital/computer mapping (Google Earth) and a range of OS maps Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use 8 compass points confidently and accurately</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity Use scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales</p>

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Enquiry Skills	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information. Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p>