

Progression of Knowledge, Skills and Understanding in Geography

	Year 3	Year 4	Year 5	Year 6
Place and Locational Knowledge	<p>Name and locate several countries in Europe including France, Germany, Spain and Italy.</p> <p>Identify capital cities of Europe. Would this go in 4?</p> <p>Identify countries first then capitals?</p> <p>Name different cities of the UK and the human and physical characteristics. Identify and locate highest mountains/volcanoes in the world.</p> <p>Compare with UK?</p> <p>Locate north and south Americas</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link).</p> <p>Locate and name the main counties and cities in England. Locate and name the main counties and cities in/around Stockport</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify and locate largest deserts in the world.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban.</p> <p>Names and locate counties of the UK and the human and physical features.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p> <p>Linking with science, time zones, night and day</p>	<p>Consolidate longitude and latitude with regards to the placement of countries?</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</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> <p>Identify and locate the longest rivers in the world.</p>

<p>Human and Physical Geography</p>	<p>Describe and understand key aspects of: Brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Human geography including trade links in the Pre-Roman and Roman era. Describe and understand key aspects of:</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of:</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p> <p>Types of settlements in Viking, Saxon Britain linked to History</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Human geography including trade between UK and Europe and ROW</p>
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<p>Field Work</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), 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 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>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Italy, Rome, Greece, and Athens.</p> <p>Learn the eight points of a compass, four-figure grid references. 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 (Google Earth) to locate countries and describe features studied.</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>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries. Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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<p>Enquiry Skills</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>They reach plausible conclusions and present their findings both graphically and in writing.</p>
<p>Map Skills</p>	<p>Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols.</p> <p>Spatial matching, boundary matching; eg. country boundary on a different scale map.</p> <p>Make a map of a short route with features in the correct order.</p> <p>Use larger scale map outside/use maps of other localities</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p> <p>Introduce need for a key and standard symbols.</p> <p>Make own maps of real places with increasing accuracy.</p> <p>Use a variety of maps of different scale to locate places.</p>	<p>Use 4-figure grid reference to locate features on a map.</p> <p>Use eight compass points.</p> <p>Draw a map using symbols and a key, awareness of OS symbols.</p> <p>Measure straight line distance on a plan.</p> <p>Draw a variety of thematic plans, based on own data.</p>	<p>Use 6-figure grid reference to locate features on OS map.</p> <p>Use OS standard symbols.</p> <p>Scale reading and drawing, comparison of map scale.</p> <p>Draw scale plans of increasing complexity.</p> <p>Follow route on small-scale OS map and describe features seen.</p>

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