



# St Mary and St Peter Catholic Primary School

## Progression in learning Geography

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location Knowledge</b>	<p>Name and locate local town.</p> <p>Be able to name and locate pupils home countries.</p> <p>Be able to name and locate places related to units of work they are involved in ie Crimea in Florence Nightgale unit</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate hot and cold places on world map.</p>	<p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate different Biomes and climatic regions. ( topographical features)</p>	<p>Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. (weather and climate)</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use. (WW2)</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day (Science)</p> <p>Name and locate the key topographical features including of erosion coasts and rivers. Understand how these features have changed over time.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Identify Empire and common wealth countries and changes over time.</p> <p>Name and locate the key topographical features including features of erosion, hills and mountains. Understand how these features have changed over time.</p>



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## Progression in Geography 2016-7

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Place Knowledge</b>	Observe and describe the human and physical geography of a small area of the United Kingdom. ( Gt Yarmouth)	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, (Gorleston inc street survey and of a small area in a non-European country. ( south America)	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK ( compare Norfolk with region of Italy – link with Romans)	Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in Africa	In depth study of the local area linked to History and WW2 making comparisons over time in land use.	Compare a region in UK with a region in India and the commonwealth with significant differences and similarities.
<b>Human and Physical Geography</b>	<p>Identify seasonal/daily weather patterns in the local area and use the appropriate vocabulary.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. Refer to key physical features (inc – beach, cliff, coast, sea, river, season, weather) and human features (inc town, port, harbour, shop, hotel, pier, prom, dunes, market, caravan park)</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc –forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office) of a contrasting non-European country.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (climate zones, biomes and vegetation belts.) and land patterns.</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including the water cycle including transpiration and climate zones ( linked to climate change) Climate change – distribution of natural resources ( energy)</p> <p>Types of settlements in modern Britain: villages, towns, cities. ( change over time link to Anglo Saxon History)</p>	<p>Describe and understand key aspects of :</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Distribution of Food water and minerals ( linked to WW2)</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, linked to History.</p>	<p>Describe and understand key aspects of :</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Land use patterns how it changed over time</p> <p>Hills and Mountains</p>



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## Progression in Geography 2016-7

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	<p>Use maps and pictures and ariel photos to explore Geography concepts. Make simple maps and pictures to represent the known environment.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use basic OS symbols for key landmarks such as Church, school, carpark, library and post Office</p> <p>Use base map to add fieldwork data to. Use fieldwork and observational skills to study the key human and physical features of the school and high street</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass.</p> <p>Use fieldwork to observe, measure and record physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Quadrant study of areas of the school environment (recording data and presenting findings)</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human features in the local area using a range of methods, including sketch maps, plans.</p> <p>Make graphs, and use digital technologies to explore weather data</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Six-figure grid references, with teaching of latitude and longitude in depth. symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area in the past and present.</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>( specifically local area study)</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid using different projections and scales of maps ( beyond just OS maps)</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to develop orienteering skills of using maps to follow routes.</p>