



King George V Primary School

Curriculum Skills Progression Map

Subject Area: Geography

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	I can name and locate local town.	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can name and locate the world's seven continents and five oceans.</p>	I can 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>I can 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>I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>I can locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>I can compare 2 different regions in UK rural/urban.</p> <p>I can locate and name the main counties and cities in England.</p> <p>Linking with History, I can compare land use maps of UK from past with the present, focusing on land use.</p> <p>I can identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map, I can locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>I can identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, I can map how land use has changed in local area over time.</p> <p>I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>I understand how these features have changed over time.</p>

<p>Place Knowledge</p>	<p>I can observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p>I 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 non-European country.</p>	<p>I understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p>	<p>I understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p>	<p>I can compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>E.g.: Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>	<p>I can compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>E.g.: Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>
<p>Human and Physical Geography</p>	<p>I can 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>I can use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>I can 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>I can use basic Geographical vocabulary to refer to key physical features (inc - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p>	<p>I can describe and understand key aspects of:</p> <p>Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>	<p>I can describe and understand key aspects of:</p> <p>Physical geography, including:</p> <p>climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>I can 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>Human geography, including: Trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>I can describe and understand key aspects of:</p> <p>Physical geography, including:</p> <p>Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy.</p>

<p>Geographical Skills and Fieldwork</p>	<p>I can use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>I can use locational and directional language (e.g., near and far, left and right), Describe the location of features and routes on maps.</p> <p>I can use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>I can 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.</p> <p>I can use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can 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.</p> <p>I can 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>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>I can learn the eight points of a compass, and four-figure grid references.</p> <p>I can 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>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can 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>I can 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>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>I can expand map skills to include non-UK countries.</p> <p>I can 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>
-------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------