

Geography Topics, Skills and Progression

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;"><u>Our school (Durdan's Park Primary School)</u></p> <p>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple compass directions and locational and directional language to describe the location of a features and routes on a map.</p>	<p style="text-align: center;"><u>A small area of the United Kingdom (Southall)</u></p> <p>Use world maps, atlases and globes to name, locate and identify the chosen area in relation to the 4 countries of the United Kingdom.</p> <p>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.</p>	<p style="text-align: center;"><u>A small area of a contrasting non-European study (Australia)</u></p> <p>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.</p> <p>Name and locate the chosen country in relation to the world's 7 continents and 5 oceans.</p> <p>Use world maps, atlases and globes to name, locate and identify the chosen area in relation to the United Kingdom and the rest of the world.</p>
<p>Pupils show their knowledge, skills and understanding in studies at a local scale.</p> <ul style="list-style-type: none"> • They recognise and make observations about physical and human features of localities. • They express their views on features of the environment of a locality. • They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments 			

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Year 2	<p><u>The United Kingdom</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p>	<p><u>Weather patterns in the UK</u></p> <p>Use world maps atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use simple fieldwork techniques such as observation to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</p>	<p><u>The world (hot and cold areas)</u></p> <p>Name and locate the world's 7 continents and 5 oceans.</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>Use world maps atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p>
<p>Pupils show their knowledge, skills and understanding in studies at a local scale.</p> <ul style="list-style-type: none"> • They describe physical and human features of places, and recognise and make observations about those features that give places their character. • They show an awareness of places beyond their own locality. • They express views on the environment of a locality and recognise how people affect the environment. • They carry out simple tasks and select information using resources that are given to them. • They use this information and their own observations to help them ask and respond to questions about places and environments. • They begin to use appropriate geographical vocabulary. 			

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Year 3	<p><u>The U.K and a region of the U.K</u> <u>(Great Missenden)</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, and rivers) and land use patterns.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions and to describe the features.</p> <p>Understand the similarities and difference through the study of human and physical geography of a region of the UK.</p> <p>Describe and understand key aspects of: physical geography, including: rivers, mountains and the water cycle human geography, including: types of settlement and land use, economic activity including trade links.</p>	<p><u>Volcanoes and Earthquakes</u></p> <p>Describe and understand key aspects of volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions and to describe the features.</p>
<p>Pupils describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features.</p> <ul style="list-style-type: none"> • They are aware that different places may have both similar and different characteristics. • They offer reasons for some of their observations and for their views and judgements about places and environments. • They recognise how people seek to improve and sustain environments. • They use skills and sources of evidence to respond to a range of geographical questions, • They use increasingly appropriate geographical vocabulary to communicate their findings. 		

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Year 4	<u>The local area</u>	<u>The world (Focus on Egypt)</u>
	<p>Use the 8 points of a compass, four-figure grid references, symbols and keys (ordnance survey maps) to build a knowledge of the area.</p> <p>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 other digital technology.</p>	<p>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 human and physical characteristics, counties and major cities.</p> <p>Locate the key aspects of physical geography, including climate zones biomes and vegetation belts, rivers, and mountains.</p> <p>Describe and understand key aspects of 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions and to describe the features.</p>
<p>Pupils describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features.</p> <ul style="list-style-type: none"> • They are aware that different places may have both similar and different characteristics. • They offer reasons for some of their observations and for their views and judgements about places and environments. • They recognise how people seek to improve and sustain environments. • They use skills and sources of evidence to respond to a range of geographical questions, • They use increasingly appropriate geographical vocabulary to communicate their findings. 		

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Year 5	<p><u>Climate zones, biomes and vegetation belts of the world (South America)</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions and to describe the features.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, and Southern Hemisphere,</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of South America.</p> <p>Describe and understand key aspects of 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.</p>	<p><u>The UK</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, rivers) and land use patterns; and understand how some aspects of these have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate regions and to describe the features.</p> <p>Use 6-figure grid references, symbols, and key (ordnance survey maps) to build knowledge of the United Kingdom.</p>
<p>Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world.</p> <ul style="list-style-type: none"> • They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. • They recognise and describe physical and human processes. • They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. • They understand how people can both improve and damage the environment. • They explain their own views and the views that other people hold about an environmental change. • Drawing on their knowledge and understanding, they ask increasingly appropriate geographical questions, and use a range of geographical skills from the KS2 programme of study to help them investigate places and environments. • They use a range of primary and secondary sources of evidence in their investigations • They communicate their findings in a range of ways using increasingly appropriate geographical vocabulary. 		

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Year 6	<u>The world</u>	<u>Fieldwork (local or river study)</u>
	Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Use the 8 points of a compass, 6-figure grid references, symbols and key (ordnance survey maps) to build knowledge of an area. Use fieldwork to observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies.
<ul style="list-style-type: none"> • Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. • They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. • They recognise and describe physical and human processes. • They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. • They understand how people can both improve and damage the environment. • They explain their own views and the views that other people hold about an environmental change. • Drawing on their knowledge and understanding, they ask increasingly appropriate geographical questions, and use a range of geographical skills from the KS2 programme of study to help them investigate places and environments. • They use a range of primary and secondary sources of evidence in their investigations • They communicate their findings in a range of ways using increasingly appropriate geographical vocabulary. <p>Y6 exceeding expectations</p> <p>Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world.</p> <ul style="list-style-type: none"> • They describe and begin to explain geographical patterns and physical and human processes. • They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. • They recognise some of the links and relationships that make places dependent on each other. • They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. • They recognise how people try to manage environments sustainably. • They explain their own views and begin to suggest relevant geographical questions and issues. • Drawing on their knowledge and understanding, they select and use appropriate skills and ways of presenting information to help them investigate places and environments. • They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing. 		