



Geography Progression & Skills Document



	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<ul style="list-style-type: none"> To be able to understand the geography of their classroom and the school. To be able to compare countries with different climates through stories. 	<ul style="list-style-type: none"> To be able to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas 	<ul style="list-style-type: none"> To be able to name and locate the world's seven continents and five oceans. (Asia) 	<ul style="list-style-type: none"> To be able to name and locate geographical regions of the UK (counties and cities recap). To be able to identify key topographical features (hills, mountains, coasts and rivers of the Peak District) 	<ul style="list-style-type: none"> To be able to identify land use patterns, and understand how some aspects have changed over time. To be able to locate worlds and countries including, Russia, the Artic and Antarctic. To know the Prime/ Greenwich Meridian and time zones (day and night) 	<ul style="list-style-type: none"> To know some of the world's countries, focusing on North America latitude, longitude, Equator, the Tropics of Cancer and Capricorn Northern Hemisphere To be able to recognise how latitude influences the climate. 	<ul style="list-style-type: none"> To know countries on the Southern Hemisphere focusing on South America
Place knowledge	<ul style="list-style-type: none"> To be able to understand the geography of their classroom and the school. To be able to compare countries with different climates through stories. 	<ul style="list-style-type: none"> To be able to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas 	<ul style="list-style-type: none"> To be able to name and locate the world's seven continents and five oceans. (Asia) 	<ul style="list-style-type: none"> To be able to understand human and physical differences of a region in a European country (Ile-de-France region) 	<ul style="list-style-type: none"> To be able to identify land use patterns, and understand how some aspects have changed over time. To be able to locate worlds and countries (Russia and the Artic and Antarctic Circle) 	<ul style="list-style-type: none"> To be able to examine the human and physical geography of North America (New York) 	<ul style="list-style-type: none"> To be able to examine and analyse the human and physical geography of South America (Brazil)

					<ul style="list-style-type: none"> To know what the Prime Meridian is and its relationship with Greenwich meantime and time zones, including day and night. 		
Human and physical	<ul style="list-style-type: none"> To find similarities and differences between contrasting locations. 	<ul style="list-style-type: none"> To be able to identify seasonal and daily weather patterns of UK weather 	<ul style="list-style-type: none"> To be able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. (Asia study) 	<ul style="list-style-type: none"> To be able to identify physical geographical features including mountains, volcanoes and earthquakes. To be able identify human geography features including types of settlement and land use in the local area. 	<ul style="list-style-type: none"> To be able to identify physical geographical features including rivers and the water cycle. 	<ul style="list-style-type: none"> To be able to investigate economic activity including trade links and the distribution of energy, food, minerals and water. 	<ul style="list-style-type: none"> To be able to examine physical geographical features, including climate zones, biomes and the vegetation belt.
Skills and fieldwork	<ul style="list-style-type: none"> To be able to observe about their own learning environment and the school grounds. 	<ul style="list-style-type: none"> To be able to use simple fieldwork and observational skills. To be able to use simple maps To be able to observe the school and its grounds. To be able observe the streets around the local area. 	<ul style="list-style-type: none"> To be able to use aerial photos and plans to recognise landmarks and basic human and physical features. To be able to use simple maps of Heage with a basic key using symbols To be able to use simple compass 	<ul style="list-style-type: none"> To be able to use four figure grid references To be able to use symbols and keys on OS Maps to build local knowledge. To be able to use fieldwork to observe, measure, record and present human and physical features in the 	<ul style="list-style-type: none"> To be able to use symbols and keys on OS Maps to build knowledge of the UK. To be able to use fieldwork to observe, measure, record and present human and physical features in the local area, sketch maps. 	<ul style="list-style-type: none"> To be able to use symbols and keys on OS Maps to build knowledge of the wider world. To be able to use six figure grid references. To be able to use maps, atlases, globes and digital/computer mapping to locate countries and 	<ul style="list-style-type: none"> To be able to use symbols and keys on OS Maps to build knowledge of the wider world. To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

		<ul style="list-style-type: none"> • To be able to use atlases and globes. • To be able to use of a rain gauge. 	<p>directions (North, South, East and West) to describe places and routes on a map.</p> <ul style="list-style-type: none"> • To be able to use atlases, globes and maps of the world. 	<p>local area, sketch maps.</p>		<p>describe features studied.</p> <ul style="list-style-type: none"> • To be able to use fieldwork to observe, measure, record and present human and physical features in the local area, plans and graphs and digital technologies 	<ul style="list-style-type: none"> • To be able to use fieldwork to observe, measure, record and present human and physical features in the local area, plans and graphs and digital technologies.
--	--	---	--	---------------------------------	--	--	---