



Knowledge and Skills Progression Map

Geography

	FS2	Y1/2	Y3/4	Y5/6
Location Knowledge	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Know the difference between Great Britain, the British Isles and the United Kingdom Name and locate the four countries making up the British Isles, with their capital cities and know the main river running through each country Know the surrounding seas of the United Kingdom Locate and name the seven continents on a world map Locate and label the five oceans 	<ul style="list-style-type: none"> Locate the major cities in the UK Name and locate the counties and cities of the United Kingdom to my school Describe and show understanding of the following through the study of a key place: <ul style="list-style-type: none"> human and physical characteristics topographical features (including hills, mountains, coasts and rivers) land-use patterns and say how these have changed over time Locate the countries in Europe, concentrating on their key physical and human characteristics and environmental regions Locate the major cities in Europe 	<ul style="list-style-type: none"> Describe and show understanding of the following through the study of a key place: <ul style="list-style-type: none"> human and physical characteristics topographical feature: coasts land-use patterns and say how these have changed over time Locate the countries of North and South America; concentrate on their environmental region, physical and human characteristics and make comparisons to the UK and Europe Locate the major cities in North and South America and Europe Identify the position and significance of the equator and the northern and southern hemispheres Identify the position and significance of longitude and latitude and the tropics of Cancer and Capricorn
Place Knowledge	<ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> Talk about where they live, their homes and families Compare Great Britain with a contrasting country in the world Compare Reading with a contrasting city in a different country 	<ul style="list-style-type: none"> Study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe Region in Europe – Italy Region in the UK – tie in with residential trip, look at the local area, include map work 	<ul style="list-style-type: none"> Study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North and South America South America – link to rainforest / Brazil North America
Human Geography	<ul style="list-style-type: none"> Explain some similarities and difference between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and when appropriate maps. 	<ul style="list-style-type: none"> Know that people in different parts of the world may live in different types of house Know that the land is used for different purposes, including: city, town, village, factory, farm, house, office, school, park, port, harbour and shop 	<ul style="list-style-type: none"> Describe and show understanding of the following through the study of a key place: <ul style="list-style-type: none"> settlements and land use 	<ul style="list-style-type: none"> Describe and show understanding of the following through the study of a key place: <p>In depth study The Amazon Rainforest</p> <ul style="list-style-type: none"> settlements and land use economic activity, including trade links distribution of natural resources, including energy, food, mineral and water aspects

Physical Geography	<ul style="list-style-type: none"> • Know some similarities and difference between the natural world around them and contrasting environments drawing on their experiences of what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons. 	<ul style="list-style-type: none"> • Use resources that are given to them, and their own observations, to ask and respond to questions about places and environments • Identify and express their views on features of the environment of a locality, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, lake, soil, valley, vegetation, settlement, season and weather • Know where in the world is cold; discuss in relation to the equator and the north/south poles. • Understand the patterns of weather in the UK • Know how seasons affect the physical environment • Compare and contrast two British localities 	<ul style="list-style-type: none"> • Describe and show understanding of the following through the study of a key place: <ul style="list-style-type: none"> - the water cycle <p><u>In-depth Studies</u></p> <ul style="list-style-type: none"> • Study of Italy. • Make comparisons between the fauna and flora • River Nile in Egypt - compare to a UK river (Thames) 	<ul style="list-style-type: none"> • Describe and show understanding of the following through the study of a key place: <ul style="list-style-type: none"> - earthquakes - volcanoes - Mountains - Biomes - Climate zones - Vegetation belts <p><u>In-depth studies</u></p> <ul style="list-style-type: none"> • Mount Everest • In-depth Study: The Galapagos
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Use everyday language to talk about positions and distance • Describe their relative position such as behind or next to • Recognise on a world map what is land and what is sea • Draw a simple map of the classroom, outdoor area, school or playground 	<ul style="list-style-type: none"> • Describe their relative position such as left, right, near, far • Draw basic maps of the local area (progress to using a bird's eye view) • Draw a map of a journey • Use maps, globes and IT to locate countries and to find features studied e.g. poles • Observe, measure and record human and physical features in the local area • Know the 4 points of the compass and use this to describe where Englefield is in relation to other places in the UK 	<ul style="list-style-type: none"> • Use maps, atlases and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build knowledge of the United Kingdom and the wider world • Use four figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world • Use fieldwork, including sketch maps, plans, graphs and digital technology to observe, measure and record human and physical features in the local area 	<ul style="list-style-type: none"> • Use maps, atlases and digital/computer mapping to locate countries and describe features studied • Use four and six figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world • Use more complex ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world • Use fieldwork, including sketch maps, plans, graphs and digital technology to observe, measure and record human and physical features in the local area
Key Areas of Study	<p>An Introduction to Planet Earth Our School Places the children have visited Englefield Village Polar Regions Tropical Rainforest Regions</p>	<p>Our School The World's continents and oceans Englefield Village London United Kingdom North and South Poles – Tromso, Norway Tropical Rainforests – Manaus, Brazil</p>	<p>UK – during Stone Age to Roman era Egypt Italy UK region – linked to the residential trips</p> <p><u>Residential:</u> Thirtover</p>	<p>The Amazon Rainforest: South America Mount Everest Galapagos Islands Englefield Village</p> <p><u>Residentials</u> Rhos Y Gwaliau (North Wales) Rushall Farm</p>