

Geography

Progression of Skills and Vocabulary

Key Stage Two:

National Curriculum Requirements of Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

<p>Pupils Should be taught to...</p>	<p>Location knowledge 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 physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Human and physical geography describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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>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>
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	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
Vocabulary Lower Key Stage 2	county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Dependent on Long term planning and places studied.	Human: settlement, settler, site, need, shelter, food, deforestation, Physical: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution,	sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, 8-point compass
Vocabulary Upper Key Stage 2	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	Dependent on Long term planning and places studied.	Human: settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint tourism, positive, negative, economic, social, environmental. Physical: environmental disaster, peak, plateau, fold mountain,	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

			fault-block mountain, dome mountain, volcanic mountain, plateau mountain,	
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Knowledge skills, Understanding breakdown

Year 3

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> Can they use maps and atlases appropriately by using contents and indexes? Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they confidently describe physical features in a locality? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? 	<ul style="list-style-type: none"> Can they describe how volcanoes have an impact on people's lives? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<ul style="list-style-type: none"> Can they name a number of countries in the Northern Hemisphere? Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe?
Challenging			
<ul style="list-style-type: none"> Can they work out how long it would take to get to a given destination taking account of the mode of transport? 	<ul style="list-style-type: none"> Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> Can they name the two largest seas around Europe?

Year 4

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?
Challenging			
<ul style="list-style-type: none"> • Can they give accurate measurements between 2 given places within the UK? 	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London? • Can they name some of the main towns and cities in Yorkshire and Lancashire?

Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps?

<ul style="list-style-type: none"> • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? 	<p>location fits into its wider geographical location; with reference to human and economical features?</p> <ul style="list-style-type: none"> • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas?
Challenging			
<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> • Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> • Can they begin to recognise the climate of a given country according to its location on the map?

Year 6

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to 	<ul style="list-style-type: none"> • Can they give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4 figure grid reference? • Can they create sketch maps when carrying out a field study? 	<ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> • Can they recognise key symbols used on ordnance survey maps? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? • Can they explain how the time zones work?

describe what a locality might be like?			
Challenging			
<ul style="list-style-type: none"> • Can they define geographical questions to guide their research? • Can they use a range of self selected resources to answer questions? 	<ul style="list-style-type: none"> • Can they plan a journey to another part of the world which takes account of time zones? • Do they understand the term sustainable development? Can they use it in different contexts? 	<ul style="list-style-type: none"> • Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised? 	<ul style="list-style-type: none"> • Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude?