



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Curriculum Implementation: Geography Progression of Skills

Skill Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	* Name the countries of the UK.	1) Name the world's seven continents and five oceans. 2) Locate and identify capital cities, major seas & mountain ranges in the UK.	1) Name & locate counties & major cities of UK & their key topographical features (hills, mountains, coasts & rivers) and how these aspects have changed over time.	* Name & locate the main countries and cities within Europe (including Russia) & their key physical and human characteristics.	* Name & locate the world's major countries and cities & their key physical and human characteristics (major world rivers and mountain ranges).	* Name & locate the world's major countries, cities and characteristics. * Understand extensive knowledge about globally significant physical and human features and places in the news. * Consider the global impact of a region of the world (China).
Place knowledge	* Understand where I live in relation to the UK. * Understand simple geographical similarities & differences between UK & Caribbean . * Ask & respond to simple questions about a particular place, expressing likes and dislikes.	3) Understand simple geographical similarities & differences between Leeds and Lyme Regis. 4) Understand simple geographical similarities & differences between the UK & Australia. 5) Ask and respond to geographical questions, expressing opinions.	2) Understand geographical similarities & differences through studying the human and physical geography of a contrasting region of the UK Lake District/Leeds with our localities. 3) Identify the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circle on a world map. 4) Ask and respond to geographical questions considering how places have changed.	* Understand geographical similarities & differences to the UK through studying the human and physical geography of a region in Europe . * Identify the position & significance of the Equator, Northern & Southern Hemisphere and the Arctic and Antarctic Circle on a world map. * Ask and respond to questions considering what a place might be like in the future.	* Understand geographical similarities & differences to the UK through studying the human and physical geography of a region in South America . * Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). * Ask and respond to questions considering how and why places have changed.	* Explain reasons for geographical similarities & differences to the UK through studying the human and physical geography of a region in North America . * Ask and respond to questions considering how a place is changing and what patterns can be seen influencing these changes.
Human & physical features	* Identify seasonal & daily weather patterns in the UK. * Use maps & globes to locate hot &	6) use simple geographical words to describe the human and physical features of Australia and contrast these with UK features.	5) Study focus on the UK describing and understanding key aspects of: physical geography – rivers, mountains, vegetation and the water cycle;	* Study focus on France describing and understanding key aspects of: physical geography – climate zones, vegetation belts,	* Study focus of a region in South America , describing and understanding key aspects of: physical geography – climate zones, biomes &	* Focus on a region within North America , describing and understanding key aspects of: physical geography – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.

	<p>cold areas of the world in relation to the Equator and the North & South Poles.</p>		<p>human geography – types of settlement and land use, trade links & distribution of natural resources (energy, food, minerals & water).</p> <p>Study of volcanoes – causes, effects, key locations around the world (link to Science topic – Rocks).</p>	<p>rivers and mountains; human geography – types of settlement and land use, economic activity including trade links, and the distribution of natural resources (energy, food, minerals and water). * Understand how places change over time and make links between people and environments.</p>	<p>vegetation belts, rivers & mountains; human geography – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. * Make links between people, places and environments and how places have changed over time.</p>	<p>* Study linked to Year 6 Residential in North Yorkshire describing and understanding rivers, hills, mountains, coasts, features of erosion, types of settlement and land use of this geographical region and how these features have changed over time. * Make links between people, places and environments and the processes which lead to places changing.</p>
<p>Geographical Skills & Fieldwork</p>	<p>* Use sources such as world maps & globes to locate the main continents and oceans of the world and the Caribbean. * Use locational language to describe features on a map. * Use simple fieldwork & observational skills to study the geography of the school and its grounds. * Draw a simple map of the allotment/ outdoor learning area. * Understand the meaning of Fairtrade and types of</p>	<p>7) Use sources such as maps, atlases & globes to identify the UK's countries, the world's seven continents, oceans and Australia. 8) Use 4 compass directions & locational language to describe the features and routes on a map. 9) Use aerial photos to recognise landmarks and basic human & physical features of the local area. 10) Use observational skills to devise a map of the school site and surrounding area labelling key human & physical features and using symbols & a key. 11) Understand the major facts surrounding Fairtrade, identifying main products and the</p>	<p>7) Use maps (including OS maps), atlases and globes to locate major countries around the world in relation to the UK. 8) Use fieldwork of the local area to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans, graphs and digital technologies. 9) Use aerial photographs to match features on a map to the photographs, drawing conclusions. 10) Study OS maps of the local area to assist in sketching independent maps and plans which include using the 4 points of a compass, 4 figure grid references, symbols and a key.</p>	<p>* Use maps, atlases, globes and digital-computer mapping to locate an area within France and describe its features. * Compare maps of a region of France observing, measuring and recording the human and physical features, analysing evidence and drawing conclusions. * Create sketch maps and plans of an area of France using 4 figure grid references, 4 compass points, symbols and a key. * Express opinions about geographical fieldwork. * Identify the facts surrounding Fairtrade, discussing</p>	<p>* Use maps, atlases, globes & digital-computer mapping to locate Brazil and describe its features. * Understand the environmental issues linked to the Brazilian rainforest and summarise different points of view. * Solve problems using maps of Brazil which include applying geographical skills such as observing, measuring and recording human and physical features (eg. plan routes across an area of Brazil). * Compare local historical maps of varying scales, analysing evidence and drawing conclusions on the influences of people/ everyday life. * Create detailed sketch maps, plans and graphs of the local area (to show changes linked to history of Bramham/Shadwell)</p>	<p>* Use maps, atlases, globes & digital-computer mapping to locate the regions studied in North Yorkshire and describe their features. * Analyse evidence and draw conclusions from fieldwork data on land use, looking at patterns and explaining reasons. * Detailed mapping of a region of North Yorkshire, combined with digital images of the features of the location, using 6 figure grid references, the 8 points of a compass, symbols, use of a scale and a key. * Express and explain opinions about their geographical enquiry recognising why others may have different points of view, and detailing the justification for their own views. * Investigate the facts surrounding Fairtrade, generate solutions and promote ethically sound trade. * Select the most appropriate writing skills to communicate</p>

	<p>Fairtrade products. * Use words and pictures to describe places.</p>	<p>purpose of buying Fairtrade products. 12) Use words, pictures, bar charts, pictograms and tables to help describe places.</p>	<p>11) Understand the facts surrounding Fairtrade, identifying trade links around the world of Fairtrade products. 12) Use writing skills to communicate knowledge and maths skills to help record and present observations.</p>	<p>and debating the issues. * Use appropriate writing skills to communicate knowledge and maths skills to help record and present observations.</p>	<p>using 6 figure grid references, an 8 point compass rose, symbols and a key. * Develop an understanding of the physical and human geographical features of Africa and common misconceptions associated with this continent (African Voices day). * Express and explain opinions about geographical enquiry, recognising that others may have different points of view. * Investigate the facts surrounding Fairtrade and join in a reasoned discussion. * Use the most appropriate writing skills to communicate knowledge and the most appropriate maths skills to help record and present observations.</p>	<p>knowledge and combine these skills with Maths and IT skills.</p>
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* History skills are integrated with geography skills in KS1. In KS2, links are made where appropriate to previous learning. eg. Year 3 – How did people from the Bronze/Iron Age in the UK use the land and how has land use changed today.

* SMSC links are fully embedded within Geography lessons.

School specific geography links

Cross-curricular links