

## Progression of Skills and Knowledge Geography

Enquiry planning, gathering data and information	Analysis	Organisation and communication	Map skills – making and interpreting maps	Map skills - directions
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Year Group	Skills	Knowledge Bold lettering denotes a key objective for that year group
<b>3</b>	Undertake directed activities in a fieldwork enquiry and begin to suggest their own enquiry ideas. Record and collect data using simple fieldwork and observational skills using appropriate units of measurement.	<b><u>Local Area Topic – Is West Byfleet Station Important?</u></b>  Locational knowledge <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> <li><b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</b>, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> Place Knowledge <ul style="list-style-type: none"> <li><b>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (our local area)</b></li> </ul> Human and Physical Geography <ul style="list-style-type: none"> <li><b>describe and understand the terminology</b></li> </ul>
	Interpret data presented in a variety of formats, including formats using a scale. Begin to present their own data in tally charts, pictograms and bar charts according to teacher directions.	
	Answer questions in sentences using geographical vocabulary appropriate to the topic.	
	Use aerial photographs and maps to locate countries, familiar landmarks, human and physical features. Draw sketch maps of places and routes to show understanding of relative scale and direction. Use symbols and keys when interpreting maps – both OS physical maps and online, and when creating their own. Use 4 figure grid references to specify a location on a map including OS maps.	
	Understand and accurately use the terms left, right, up, down, North, South, East, West.	
<b>4</b>	Identify some elements of a geographical enquiry and suggest how data and information might be collected from primary and secondary sources. Gather data accurately using appropriate units of measurement and a variety of formats.	<b><u>Comparing a local area to a place in Europe</u></b> (Autumn Term) <b><u>Polar Regions</u></b> (Summer Term)  Locational knowledge

	<p>Interpret data presented in a variety of formats, including formats using a scale. Present their own data in tally charts, pictograms and bar charts and begin to make decisions as to how best to do this according to the data they have.</p> <p>Communicate knowledge clearly using sentences, paragraphs and sub-headings as appropriate to organise ideas. To use geographical vocabulary appropriately and accurately.</p> <p>Use symbols and keys on maps/aerial photos, including digital / computer and Ordnance Survey maps, to identify features and describe places. Use the contents and index pages of atlases to find places. Locate the North and South poles, northern and southern hemispheres.</p> <p>Use the 8 points of a compass (N, S, E, W, NW, SW, NE, SE) to give and follow directions on a map and during fieldwork.</p>	<ul style="list-style-type: none"> <li>• Locate and name the world's continents and oceans and some countries, using maps, globes and atlases.</li> <li>• <b>Focus on Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, <b>Arctic and Antarctic Circle</b>,</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of <b>a region in a European country</b>,</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• Physical geography, including: <b>climate zones, biomes and vegetation belts</b>,</li> <li>• Human geography, including: types of settlement and land use.</li> </ul>
5	<p>Know and understand the elements of geographical enquiry and begin to frame valid enquiries of their own. Evaluate primary and secondary data collection techniques to select those appropriate to specific geographical enquiries.</p> <p>Complete, read and interpret geographical information presented in tables and graphs. Draw graphs of geographical information independently.</p> <p>Begin to produce structured, informed responses that involve selection and organisation of relevant geographical information. Make use of appropriate geographical terms within texts.</p>	<p><b><u>The Amazon Rainforest and Rivers Topic</u></b> Pupils should extend their knowledge and understanding ...South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></li> </ul>

	<p>Use symbols and keys on maps/aerial photos, including digital / computer and Ordnance Survey maps, to identify features and describe places. Describe patterns on a map e.g. to describe distribution of villages and towns. Recognise and use the scale on a map. Use six-figure grid references to specify position on maps of different scales including OS maps. Identify the lines of latitude, longitude (Science link)</p> <p>Use the 8 points of a compass to give and follow directions on a map and during fieldwork.</p>	<ul style="list-style-type: none"> <li>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, <b>coasts and rivers</b>), and <b>land-use patterns</b>; and <b>understand how some of these aspects have changed over time</b></li> <li><b>Identify the position and significance of latitude, longitude, Equator</b>, Northern Hemisphere, Southern Hemisphere, the <b>Tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle, the <a href="#">Prime/Greenwich Meridian and time zones (including day and night)</a> – covered in Science.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region in South America</b></li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> <li>Physical geography, including: <b>climate zones, biomes and vegetation belts, rivers</b> and the <b>water cycle</b></li> <li>Human geography, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></li> </ul>
6	<p>Know and understand the elements of geographical enquiry and begin to frame valid enquiries of their own. Evaluate primary and secondary data collection techniques to select those appropriate to specific geographical enquiries.</p> <p>Complete, read and interpret geographical information presented in a wider range of tables and graphs (maybe including pie charts, calculating the mean etc). Draw graphs of geographical information independently.</p> <p>Produce structured, informed responses that involve selection and organisation of relevant geographical information.</p>	<p><b><u>Our Changing World</u></b> This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>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</li> </ul>

	<p>Make use of appropriate geographical terms within texts.</p> <p>Use symbols and keys on maps/aerial photos, including digital / computer and Ordnance Survey maps, to identify features and describe places and if possible to find their way. Understand what relief maps and contours show. Recognise and use the scale on a map.</p> <p>Use the 16 points of a compass to give and follow directions on a map and during fieldwork.</p>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including <b>hills, mountains</b>, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Key Places covered in Years 3 – 5.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, <b>mountains, volcanoes and earthquakes.</b></li> </ul>
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