

Progression of skills and knowledge - Geography

Year Group	Skills	Knowledge
<p style="text-align: center;">3</p>	<p>Geographical Enquiry and Fieldwork:</p> <ul style="list-style-type: none"> • To <u>investigate</u> places and environments by asking and responding to geographical questions <ul style="list-style-type: none"> ➢ <u>Compare</u> London to Venice, e.g. why tourists visit particular destinations, transport links and how these are affected by the physical geography of the location • <u>make observations and locate</u> key features of human and physical geography using sources such as maps, atlases, globes, images and aerial photos <ul style="list-style-type: none"> ➢ <u>review</u> continents and oceans of the world using simple colour coding (key) ➢ <u>locate</u> cities, mountains and rivers in Italy and <u>determine</u> the impact this has on land use ➢ using images to <u>make comparisons</u>, including photos and virtual tours • <u>introduce</u> the eight points of the compass (linked to forces and magnets topic in Science) • <u>express their opinions and recognise</u> that others may think differently <ul style="list-style-type: none"> ➢ <u>State and explain</u> which city they would prefer to visit (SMSC) 	<p><u>Lower Key Stage 2: United Kingdom and Europe Focus</u></p> <p>Contextual World Knowledge of locations, places and geographical features:</p> <ul style="list-style-type: none"> • Develop a framework of world locational knowledge including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features (Italy – Y3, The Polar Regions – Y4 and The United Kingdom – Y4) <p>Understand the links between physical and human geography:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. (The Polar Regions – Y4, land use in The UK – Y4) • Become more adept at comparing places and understand some reasons for similarities and differences (Comparisons between London and Venice – Y3, Areas of the United Kingdom – Y4)
<p style="text-align: center;">4</p>	<p>Geographical Enquiry and Fieldwork:</p> <ul style="list-style-type: none"> • <u>to investigate</u> places and environments by asking and responding to geographical questions <ul style="list-style-type: none"> ➢ <u>Investigate</u> why some areas of the polar regions are uninhabitable by humans ➢ <u>Identify</u> animals, wildlife and tundra in the polar regions 	

- Research what has been discovered by explorers and scientists
- Recognise the differences between areas of the UK (cities and towns, counties, rural and urban areas, coastlines)
- Explore land use across the UK and local land use/developments (SMSC)
- make observations and locate key features of human and physical geography using sources such as maps, atlases, globes, images and aerial photos
 - Locate key features of the polar regions – Arctic and Antarctic Circle (including northern and southern hemisphere)
 - Compare the size of the polar regions to other continents/countries/oceans
 - Explore types of human settlement and adaptations to the environment
 - Compare changes over time using images (links with climate change – SMSC)
 - Use maps to investigate the human and physical geographical features of the local area
 - Locate key features using simple ordnance survey maps
 - Identify cities, towns, counties, rivers and mountains using maps
- Consolidate use of the eight points of the compass
- Read and follow an aerial map of a known location to complete orienteering challenges
- Express their opinions and recognise that others may think differently
 - Express whether they could or would visit/live in the Arctic (SMSC)
 - Discuss if the first polar explorers would have fared better with greater preparation and less competition (SMSC)

<p style="text-align: center;">5</p>	<p>Geographical Enquiry and Fieldwork:</p> <ul style="list-style-type: none"> • Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. <ul style="list-style-type: none"> ➢ <u>Investigate</u> why tropical rainforests have a distinctive climate (locate in relation to the equator and the tropics of Cancer and Capricorn) ➢ <u>Locate</u> The Amazon river within South America (including the countries of South America) ➢ <u>Use sources</u> to find out about the habitation of wildlife within the different layers of the rainforest ➢ <u>Research</u> deforestation and its impact on local people, the local environment and the world (SMSC) • <u>Read and follow</u> an aerial map of an unknown location to complete orienteering challenges (Hindleap Warren) and in-school orienteering challenges • They can <u>express and explain</u> their opinions, and recognise why others may have different points of view <ul style="list-style-type: none"> ➢ <u>Debate</u> 'who is to blame?' for deforestation ➢ <u>Recognise</u> how our daily lives contribute to deforestation and therefore climate change (SMSC) 	<p>Upper Key Stage 2: North and South America Focus</p> <p>Contextual World Knowledge of locations, places and geographical features:</p> <ul style="list-style-type: none"> • Develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news (e.g. sustainability and current global issues - SMSC) (Rainforests - The Amazon and Yellowstone National Park) <p>Understand the links between physical and human geography:</p> <ul style="list-style-type: none"> • Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing (SMSC) (Rainforest and deforestation/sustainability - Y5, Industrial Revolution - Y6, Yellowstone National Park - Y6) • They know about spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. (Rainforests and deforestation - Y5, Yellowstone National Park and the impact of tourism - Y6 - SMSC) • Study formations and the Earth's structure such as mountains, volcanoes, tectonic plates and rock types (Osmington Bay beach walk) • They show some understanding of the links between places, people and environments.
<p style="text-align: center;">6</p>	<p>Geographical Enquiry and Fieldwork:</p> <ul style="list-style-type: none"> ➢ Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. ➢ <u>Identify</u> countries, cities and physical features of North America ➢ <u>Develop</u> own keys to differentiate between oceans, land masses and other geographical features ➢ <u>Research</u> the causes of earthquakes and volcanic eruptions (including tectonic plates and the structure of the Earth) ➢ <u>Investigate</u> types of mountain and volcano and how they are formed 	

	<ul style="list-style-type: none">➤ <u>Describe</u> the water cycle➤ <u>Identify</u> the formation and journey of a river➤ <u>Compare</u> Yellowstone Grand Canyon to The Grand Canyon➤ <u>Use sources</u> to find out about the habitation of wildlife within Yellowstone National Park• <u>Read and follow</u> an aerial map of an unknown location to complete orienteering challenges (Osmington Bay) and in-school orienteering challenges• They can <u>express and explain</u> their opinions, and recognise why others may have different points of view<ul style="list-style-type: none">➤ <u>Explain</u> the impact of tourism (SMSC)➤ <u>Express opinions</u> about the impact of changes to the local area over time (Industrial Revolution to present day - SMSC)	
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