

Newstead Primary School

Progression of Knowledge, Skills and Understanding in Geography

Breadth of Study	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Talks about their home and the places they go to in their immediate environment.</p> <p>Recalls where objects belong.</p> <p>Match parts of objects that fit together (e.g. puts lid on a teapot).</p> <p>Knows some landmark buildings (including places of worship) in their local environment and discusses their importance.</p>	<p>Talks about their home and the places they go to in their immediate environment.</p> <p>Creates different play environments-beach, city, forest etc in small world play with support.</p> <p>Describes the natural landscape of a biome (tundra)</p> <p>Knows we have different environments in this county; water/sea, woods, beaches etc</p> <p>Knows that the country we live in is England.</p> <p>Knows that different countries have different landscapes (biomes).</p> <p>Creates own map of imaginary location using basic key; tree, sea, sand etc.</p> <p>Look at simple maps and globes identifying land types and the sea</p>	<p>Know the names of the four countries that make up the UK.</p> <p>Know the names of the three main seas that surround the UK.</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Know the name of the nearest town or city.</p> <p>Know which is N, E, S and W on a compass.</p> <p>Know their address, including postcode</p> <p>Understand that maps and the globe are used to locate key places around the world.</p>	<p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world.</p> <p>Know why so many important buildings are located in London.</p> <p>Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth.</p>	<p>Know the difference between Great Britain, The British Isles and the United Kingdom.</p> <p>Know the names of and locate at least eight counties and at least six cities in England.</p> <p>Know the names of four countries from the southern and four from the northern hemisphere.</p> <p>Know and name the eight points of a compass.</p>	<p>Know the names of and locate at least eight European countries.</p> <p>Know where the main mountain regions are in the UK.</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</p> <p>Know, name and locate the main rivers in the UK.</p>	<p>Know what is meant by the term 'tropics'</p> <p>Know the names of, and locate, a number of South or North American countries.</p> <p>Know the names of a number of European capitals.</p> <p>Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean Sea.</p> <p>Appreciate that most countries have capital cities from where their government operates.</p>	<p>Know about time zones and work out differences.</p> <p>Know what is meant by latitude and longitude.</p> <p>Appreciate how historically there have been changes to many countries across the world, including changes in names.</p>
Place Knowledge	<p>Show interest in different occupations.</p> <p>Notices differences and similarities between people.</p>	<p>Knows the landmark buildings (including places of worship) in their local environment and discusses their importance.</p>	<p>Know and name the characteristics of the local area.</p> <p>Know features of hot and cold places in the world.</p>	<p>Know the main differences between the climate and features of a place in England and that of a</p>	<p>Explain clearly the main differences between a village, town and city.</p> <p>Know the main differences between a</p>	<p>Know at least five differences between living in the UK and a Mediterranean country.</p>	<p>Know key differences between living in the UK and in a country in either North or South America.</p> <p>Know and recognise the physical conditions</p>	<p>Know why the south and north poles have long periods of light or dark according to time of year and know how people living there</p>

	Looks closely at similarities, differences, patterns and change	Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages, and culture. (European). Understands that other countries have traditional foods, significant , buildings, traditional clothing and their own language like we do in England. Describes from photographs different environments around the world. Describes where they live and the surrounding area – shops, roads, parks etc.	Know where the equator, North Pole and South Pole are on a globe. Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	small place in a non-European country. Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons.	rural and an urban location within the UK Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places.	Know and recognise many of Europe’s key landmarks. Know that climate and physical features has an important part to play when considering where and how people live. Know the physical conditions necessary for the creation of different biomes. Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.	necessary for the creation of different biomes. Contrast the main features found in two different biomes, e.g., tundra and desert. Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	adapt their lives accordingly. Know how a continent’s climate can vary and impact on people’s lives. Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with.
Human and Physical Geography	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Uses knowledge or experiences to compare. Buildings, Foods, Weather , Animals and Landscape.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class. Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather.	Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know the main differences between city, town and village. Know the key physical and human features of a coastal place. Begin to appreciate the different weather patterns in the UK. Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles	Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Know some of the advantages and disadvantages of living in a city or village. Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people	Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. Recognise how human geographical features change over time. Understand what is meant by being environmentally friendly.	Know about the key human and physical differences between living in the UK and a different European country. Know what causes an earthquake and tsunami. Label the different parts of a volcano. Know the names of a number of the world’s highest mountains. Know and label the main features of a river. Know the name of and locate a number of the world’s longest rivers.	Know what is meant by biomes and what are the features of a specific biome. Label layers of a rainforest and know what deforestation is. Understand why their village/ town or city exists and what brought people to live there.	Know the names of and locate some of the world’s deserts. Know about climate change and its potential impact on our lives. Know how the lives of children vary across the world. Understand the consequence of ignoring climate change

						<p>Know why most cities are situated close to a river.</p> <p>Know and explain the features of a water cycle.</p> <p>Understand how ideal settlements may have changed over time.</p>		
<p>Geographical Skills and Fieldwork</p>	<p>Draws own plans/maps of immediate environment.</p> <p>Answers and asks 'why' questions.</p> <p>Engages in non-fiction books.</p> <p>Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p>	<p>Answers and asks 'why' questions.</p> <p>Engages in non-fiction books.</p> <p>Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p> <p>Takes a personal interest in maps and globes asking questions to extend knowledge.</p> <p>Make observations of landscapes in photos, books, and videos</p> <p>Makes inferences about locations in books based on previous knowledge or experiences: Clothing worn Buildings Foods Weather Animals Landscape</p> <p>Names some hot and cold countries.</p> <p>Knows that some places are far away, and we cannot walk there.</p>	<p>Understand why it is important for all streets to have a name, including post code.</p> <p>Be able to follow a simple road map and recognise key landmarks, such as a church.</p> <p>Talk about the features in the local environment.</p> <p>Observe and record information about the local area, i.e. types of shops, bus stops etc.</p> <p>Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</p> <p>Talk about the main differences between a world map and a globe.</p>	<p>Locate the nearest town or city on map of the UK.</p> <p>Locate a number of cities on a map of the UK.</p> <p>Study aerial photographs and use locational and directional language when doing so.</p> <p>Use Google Earth to find features in their locality.</p> <p>Use the school grounds or near park to create an initial sketch of what they see.</p>	<p>Use maps to locate world countries and capitals.</p> <p>Use a globe to gain a better understanding about countries' location.</p> <p>Talk about the features in their local environment and compare it with another they know.</p> <p>Create a report after a fieldwork activity that focuses on geographical features observed.</p> <p>Use systematic sampling and data collecting as part of fieldwork activity.</p>	<p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</p> <p>Distinguish between the Northern and Southern hemisphere on both a world map and a globe.</p> <p>Plan a journey within the UK, using a road map.</p> <p>Recognise Ordnance Survey (OS) symbols and know what they stand for.</p> <p>Recognise most of the symbols used on a UK road map, including status of roads.</p> <p>Understand how to use four-figure grid references.</p> <p>Explain what a place is like and why.</p> <p>Produce freehand map of a known place, e.g., journey between home and school</p>	<p>Use graphs to record features such as temperature or rainfall across the world.</p> <p>Use appropriate special language when giving directions.</p> <p>Carry out tests over time, evaluate changes and consolidate their understanding.</p> <p>Add annotations, such as label and captions to freehand maps</p>	<p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Understand how to use digimaps.</p> <p>Be familiar with topographical maps and know about contours, etc.</p> <p>Understand how to use six-figure grid references.</p> <p>Set up a geographical fieldwork enquiry, starting with a hypothesis.</p> <p>Review, apply and consider next steps as a result of their geographical enquiry.</p> <p>Create journey booklets, to include maps, sketches and samples to capture what a place is like.</p> <p>Create map displays to communicate their fieldwork investigations.</p>

		<p>Knows what a globe is and that it represents the world.</p> <p>Knows the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow.</p> <p>Knows what an island is.</p> <p>Knows that there are many different countries in the world.</p> <p>Draws own plans/maps of immediate environment.</p> <p>Makes links between their knowledge of biomes to classify animals.</p>						<p>Use digital mapping software packaged with confidence</p>
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