

Broadmere and New Monument Geography skills and knowledge progression map.

National Curriculum Objectives Key Stage 1.

Pupils should be taught about:

Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.

Place Knowledge

- Human and physical geographical similarities and differences, comparing the local area with a contrasting non-European country.

Human and Physical

- Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Identify seasonal and daily weather patterns in the United Kingdom. Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Skills and fieldwork

- World maps, atlases and globes too identify the United Kingdom and its countries. Simple compass directions (North, South, East and West) and locational and directional language. (Near and far, left and right) to describe location of features and routes on a map. Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map Use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of school, grounds and the key human and physical features of its surrounding environment.

National Curriculum Objectives
Key Stage 2.

Pupils should be taught about:

Locational 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.
- 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.
- 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).

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.

Human and Physical

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.

Skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies.

Locational Knowledge.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Name and locate the world's seven continents. • Name and locate the five oceans on a world map. • Name and locate the four countries of the UK, and their capital cities on a map, atlas or globe. 	<ul style="list-style-type: none"> • Name and locate seas surrounding the UK. • Name and locate the five oceans on a world map. • Name and locate the seven continents on a world map or globe. • Identify characteristics of the four countries and major cities of the UK. • Locate the Equator and the North and South Poles on a world map or globe. 	<ul style="list-style-type: none"> • Locate countries and major cities in Europe (including Russia) on a world map. • Name, locate and describe some major counties and cities in the UK. 	<ul style="list-style-type: none"> • Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. • Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. • Identify the topography of an area of the UK using contour lines on a map. • Identify the location of the Tropics of Cancer and Capricorn on a world map. 	<ul style="list-style-type: none"> • Name, locate and describe major world cities. • Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. 	<ul style="list-style-type: none"> • Explain interconnections between two areas of the world. • Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. • Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the

					Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
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Place Knowledge.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Identify the similarities and differences between two places. • Name important buildings and places and explain their importance. 	<ul style="list-style-type: none"> • Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. • Name, locate and explain the significance of a place. 	<ul style="list-style-type: none"> • Describe how a significant geographical activity has changed a landscape in the short or long term. 	<ul style="list-style-type: none"> • Describe and compare aspects of physical features. • Explain how the physical processes of a river, sea or ocean have changed a landscape over time. 	<ul style="list-style-type: none"> • Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. • Identify and describe the similarities and differences in physical and human geography between continents. 	<ul style="list-style-type: none"> • Describe the climatic similarities and differences between two regions.

Human and Physical Knowledge.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Name and describe the purpose of human features and landmarks. • Identify the characteristics of a settlement. • Identify patterns in daily and seasonal weather. • Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. • Describe how pollution and litter affect the local 	<ul style="list-style-type: none"> • Use geographical vocabulary to describe how and why people use a range of human features. • Describe the size, location and function of a local industry. • Identify patterns in daily and seasonal weather in relation to the Equator and North and South Poles. • Describe the properties of natural and man-made materials and where they are found in the environment. • Describe the size, location and position of a 	<ul style="list-style-type: none"> • Describe the type and purpose of different buildings, monuments, services and land and identify reasons for their location. • Describe the type and characteristics of settlement or land use in an area or region. • Explain the physical processes that cause earthquakes and volcanic eruptions. • Name and describe the types, appearance and properties of rocks. • Describe the parts of a volcano or earthquake. 	<ul style="list-style-type: none"> • Describe a range of human features and their location and explain how they are interconnected. • Explain ways that settlements, land use or water systems are used in different parts of the world. • Explain climatic variations of a country or continent. • Use specific geographical vocabulary and diagrams to explain the water cycle. • Describe and explain the transportation of materials by rivers. 	<ul style="list-style-type: none"> • Describe and explain the location and purpose of transport networks across the UK and other parts of the world. • Describe in detail the different types of agricultural land use in the UK. • Explain how the climate affects land use. • Describe how soil fertility, drainage and climate affect agricultural land use. • Explain how the topography and soil type affect the location of different agricultural regions. • Name and locate the world's biomes, climate zones and vegetation belts and 	<ul style="list-style-type: none"> • Explain how humans function in the place they live. • Explain how the presence of ice makes the polar oceans different to other oceans on Earth. • Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.

<p>environment and school grounds.</p> <ul style="list-style-type: none"> • Describe how a place or geographical feature has changed over time. 	<p>physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <ul style="list-style-type: none"> • Describe ways to improve the local environment. • Describe how a place or geographical feature has changed over time. 	<ul style="list-style-type: none"> • Name and describe properties of the Earth's four layers. • Name and locate significant volcanoes and plate boundaries and explain why they are important. 	<ul style="list-style-type: none"> • Identify, describe and explain the formation of different mountain types. • Describe altitudinal zonation on mountains. • Name, locate and explain the importance of significant mountains or rivers. 	<p>explain their common characteristics.</p> <ul style="list-style-type: none"> • Identify some of the problems of farming in a developing country and report on ways in which these can be supported. • Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). 	
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Geographical Skills and Fieldwork.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Identify features and landmarks on an aerial photograph or plan perspective. • Collect simple data during fieldwork activities. • Carry out fieldwork tasks to identify characteristics of the school grounds or locality. • Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. • Draw or read a simple picture map. 	<ul style="list-style-type: none"> • Study aerial photographs to describe the features and characteristics of an area of land. • Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). • Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. • Use simple compass directions to describe the 	<ul style="list-style-type: none"> • Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. • Gather evidence to answer a geographical question or enquiry. • Use the eight points of a compass to locate a geographical feature or place on a map. • Use four-figure grid references to describe the location of objects and places on a simple map. 	<ul style="list-style-type: none"> • Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. • Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. • Investigate a geographical hypothesis using a range of fieldwork techniques. • Use the eight points of a compass, four and 	<ul style="list-style-type: none"> • Analyse and compare a place, or places, using aerial photographs, Atlases and maps. • Summarise geographical data to draw conclusions. • Construct or carry out a geographical enquiry by gathering and analysing a range of sources. • Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. 	<ul style="list-style-type: none"> • Use satellite imaging and maps of different scales to find out geographical information about a place. • Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. • Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.

	<p>location of features or a route on a map.</p> <ul style="list-style-type: none">• Draw or read a range of simple maps that use symbols and a key.		<p>six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <ul style="list-style-type: none">• Use four or six-figure grid references and keys to describe the location of objects and places on a map.		
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