

## Progression of Knowledge and Skills in Geography

Autumn Spring Summer

### Locational and place knowledge

NC statement: 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)

Year 3	Year 4	Year 5	Year 6
Have begun to 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.		Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.	
<p><b><u>Substantive knowledge</u></b></p> <p>Identify and locate the countries of the United Kingdom and their capital cities.</p> <p>Identify and locate where Locks Heath is and can describe its location in terms of region, county and country.</p> <p>Identify and locate Hampshire and its bordering counties.</p> <p>Identify how land is used in our local area.</p> <p>Identify the key physical and human characteristics of our local area.</p> <p>Identify ways that land use in Locks Heath has changed over time.</p> <p>Identify geographical similarities and differences between Locks Heath and other UK regions and towns/cities.</p> <p>Name and locate European countries.</p>	<p><b><u>Substantive knowledge</u></b></p> <p>Know the key physical and human characteristics of the south east region of England.</p> <p>Locate countries that are major producers of renewable and non-renewable energy sources.</p> <p>Identify and locate countries in South America.</p> <p>Name and locate important human and physical landmarks in Brazil.</p> <p>Identify and describe some of Brazil's major states including Amazonas, Para, and Tocantins</p> <p>Understand how the topography of the Amazon rainforest has changed over time due to human activity (mining; deforestation; quarrying).</p> <p>Investigate and describe the human and physical geographical features of the regions in South America studied (Amazonas, Para and Tocantins, Brazil).</p> <p>Describe some of the effects of economic activity and distribution of natural resources on</p>	<p><b><u>Substantive knowledge</u></b></p> <p>Locate major mountain ranges of the world.</p> <p>Understand where and why mountains are located in the UK.</p> <p>Identify how Mount Snowdon has changed over time and explain the reasons for this in terms of human and physical activity.</p> <p>Locate the River Meon and understand how it changes from source to sea.</p> <p>Identify the position and direction of the River Meon and the human and physical features of Hampshire that it passes through.</p> <p>Understand how the River Meon has changed over time.</p> <p>Locate countries around the world that produce the food that we import.</p> <p>Identify the physical and human characteristics that has enabled Southampton to become a major UK port.</p>	<p><b><u>Substantive knowledge</u></b></p> <p>Locate countries that are experiencing or at risk of the adverse effects of climate change.</p> <p>Understand the significance of the location and physical geography of these countries when explaining why they are at risk.</p> <p>Identify the position of the Ring of Fire and locate countries, continents and oceans that border it.</p> <p>Explain the relationship between volcanic and seismic activity and the location of countries and cities.</p> <p>Locate the countries and capital cities of North America.</p> <p>Understand how the Hawaiian archipelago has changed over time due to volcanic activity.</p> <p>Identify key physical landmarks of Hawaii.</p>

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<p>Identify countries in the Mediterranean region of Europe including Italy.</p> <p>Describe the location of European countries in relation to the equator and the Tropic of Cancer.</p> <p>Understand some of the effects of climate on the human and physical geography of Hampshire and Northern Italy.</p> <p>Make comparisons between some of the physical and human geographical features of a European country (Italy) and the UK.</p> <p>Investigate and describe the human and physical geography of the European region studied (Northern Italy).</p> <p>Identify geographical similarities and differences between Northern Italy and our region.</p>	<p>the people who live in Northern Brazil compared to the UK.</p> <p>Identify developed countries with large GDPs and begin to understand the reasons for this.</p> <p>Understand the significance of lines of longitude, latitude, the Equator and the Tropics of Cancer and Capricorn when comparing biomes.</p> <p>Name and locate the world's major biomes and vegetation belts using a world map.</p> <p>Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map and can describe the position of biomes in relation to these.</p> <p>Identify and locate countries within each biome.</p>	<p>Understand the relationship between physical geography, location and the foods that we import.</p> <p>Understand the significance of time zones when thinking about food miles.</p>	<p>Explain how Hawaiians have adapted to living near an active volcano.</p> <p>Locate and name the countries of North America.</p> <p>Identify key physical landmarks of Kingston.</p> <p>Know the position of the Prime/Greenwich Meridian and can locate countries in relation to this.</p> <p>Locate countries in different time zones and calculate the difference between places.</p> <p>Identify geographical similarities and differences between Kingston, Jamaica and our region.</p> <p>Suggest and evaluate reasons for geographical similarities and differences between Kingston and our region.</p>
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Human and Physical Geography			
<p>NC statement: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>			
Year 3	Year 4	Year 5	Year 6
<p><b><u>Substantive knowledge</u></b></p> <p>Identify and locate where Locks Heath is and can describe its location in terms of region, county and country.</p> <p>Identify and locate major cities and towns in Hampshire.</p> <p>Identify Hampshire's significant physical landmarks including rivers (Itchen; Meon; Hamble), forests (The New Forest), hills (the South Downs) and seas (the Solent).</p> <p>Identify and locate counties within the south-east region of England.</p> <p>Locate villages, towns and cities of the United Kingdom and understand the geographical reasons why they became settlements.</p> <p>Understand that the names of some places are informed by their physical geography (Anglo-Saxon and Viking suffixes)</p> <p>Identify and describe the differences between the following types of settlement: hamlet; village; town; city; megacity; county</p>	<p><b><u>Substantive knowledge</u></b></p> <p>Understand the difference between renewable and non-renewable energy.</p> <p>Know how energy is made and distributed in the UK and in other countries.</p> <p>Understand what a geological resource is and can name examples of these.</p> <p>Know how we extract geological resources from the earth and what they are used for in our daily lives.</p> <p>Begin to understand what an economy is and know that trading natural resources makes money for countries.</p> <p>Know what deforestation is and identify some of its effects on the environment.</p> <p>Understand what is meant by wealth distribution and recognise that wealth is not distributed equally amongst a population.</p> <p>Identify the location and key physical features of the six main biomes.</p> <p>Can describe the relationship between biomes, climate, vegetation belts and fauna.</p>	<p><b><u>Substantive knowledge</u></b></p> <p>Understand the difference between a hill and a mountain.</p> <p>Identify different types of mountain and how they are formed.</p> <p>Know that mountains can change appearance through physical factors such as weathering, erosion and tectonic plate activity.</p> <p>Know that mountains can change appearance through human factors such as farming, mining, tourism and the production of energy.</p> <p>Identify the different phases of the water cycle.</p> <p>Understand the role that rivers play in the water cycle.</p> <p>Identify the main features of a river.</p> <p>Understand how erosion and deposition changes the shape and course of a river.</p> <p>Understand how rivers support human settlement.</p>	<p><b><u>Substantive knowledge</u></b></p> <p>Understand what is meant by climate change, the greenhouse effect and global warming.</p> <p>Identify human causes of climate change.</p> <p>Suggest ways in which we can reduce our carbon footprint.</p> <p>Know the key features of and the physical processes involved in the formation of volcanoes and earthquakes.</p> <p>Understand the advantages and disadvantages of living near an active volcano.</p> <p>Understand how the Hawaiian archipelago forms due to volcanic activity.</p> <p>Understand the cultural reasons why some Hawaiians choose to stay on the islands rather than emigrate.</p> <p>Identify the "push pull" factors that cause migration.</p> <p>Identify the key physical and human geographical features of Kingston, Jamaica.</p>

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<p>Know that land can be used in different ways and identify these in our local region.</p> <p>Know the difference between weather and climate.</p> <p>Name and describe the world's major climate zones.</p> <p>Understand the importance of climate.</p> <p>Understand how climate impacts on human geography.</p> <p>Know that countries further away from the equator and nearer the poles will be colder.</p>	<p>Understand how humans have adapted to living and learning in a rainforest biome.</p>	<p>Identify produce that is grown in our region and the geographical reasons for this.</p> <p>Identify which foods we import into the UK and the reasons for this.</p> <p>Understand how physical geography has enabled Southampton Docks to become a major port.</p> <p>Know what Fairtrade is and how this impacts farmers.</p>	
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Fieldwork – Enquiry skills	
NC statement: 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 and graphs, and digital technologies.	
LKS2	UKS2
<p>Participate in teacher-led fieldwork enquiries.</p> <p>Begin to suggest enquiry questions with support from adults and peers.</p> <p>Present findings from data using pictograms, bar graphs and tables.</p> <p>Begin to understand the difference between qualitative and quantitative data.</p> <p>Take measurements with support from adults and peers.</p> <p>Create field sketches of our local area.</p> <p>Use digital technologies (cameras; digital mapping) to record information about our local area.</p> <p>Draw conclusions from findings with support from adults and peers.</p> <p>Begin to notice differences, similarities and spot patterns.</p> <p>Recognise that people will hold different opinions about an issue.</p> <p>Understand how to carry fieldwork out safely and responsibly with teacher guidance.</p>	<p>Participate in child-led fieldwork enquiries with decreasing adult support.</p> <p>Suggest enquiry questions with their peers.</p> <p>Knows the difference between qualitative and quantitative data and begins to make conscious choices about which type of data to collect and why.</p> <p>Choose how to present findings from quantitative and qualitative data.</p> <p>Use line graphs and pie charts where appropriate.</p> <p>Take accurate measurements with increasing independence.</p> <p>Draw field sketches of increasing complexity.</p> <p>Draw conclusions from findings independently.</p> <p>Note differences and similarities; spot patterns; begin to suggest reasons for these using their substantive knowledge of geography.</p> <p>Know that people will hold different opinions about an issue and begin to suggest reasons as to why this is.</p> <p>Can suggest ways to carry out fieldwork safely and responsibility and understands the importance of this.</p> <p>Can recognise anomalies in data.</p> <p>Can evaluate the quality of their fieldwork/data and can suggest improvements or further questions based on their results.</p>

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Map Skills	
<p>NC statement: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	
LKS2	UKS2
<p>Use atlases to locate countries with guidance from class teacher.</p> <p>Can use an index to find information with increasing efficiency.</p> <p>Use the 8 points of a compass to locate physical and human landmarks in our local area.</p> <p>Use 4 figure grid references to locate physical and human landmarks in our local area.</p> <p>Use OS maps to identify important physical landmarks and topographical features in our region.</p> <p>Use maps (including OS maps) to locate settlements (cities; counties; regions) in the UK.</p> <p>Use symbols and keys to represent physical features on maps.</p> <p>Draw sketch maps of our local area.</p>	<p>Use atlases to locate countries with increasing independence.</p> <p>Understand the purpose of contour lines on OS maps and use these to make deductions about topography and landscapes.</p> <p>Use lines of longitude and latitude to locate physical and human landmarks globally.</p> <p>Calculate distance between countries using scales on maps.</p> <p>Use time zone maps to calculate distances from the UK.</p> <p>Use a range of maps (thematic; topographical; political) to make deductions about the physical and human geography of a region.</p> <p>Understand when different types of map would be most useful and begin to select these for a purpose when undertaking fieldwork and comparative studies.</p> <p>Use four and six figure grid references to locate places.</p> <p>Compare aerial photographs to maps and recognise how one represents the other.</p>

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Vocabulary			
Year 3	Year 4	Year 5	Year 6
<p>settlement; hamlet; village; town; city; megacity; urban; rural; county; country; region; north; south; east; west; compass points; OS map; symbol; key; human feature; physical feature; topography; area of natural beauty; river; landmark;</p> <p>land-use; residential; retail; leisure; industry; business; farming; natural resources; market town; goods; trading; community; growth;</p> <p>climate; climate zone; weather; rainfall; temperature; temperate; Mediterranean; arid; tropical; polar; mountainous; average; human geography; settlement; lifestyle; culture</p>	<p>renewable; non-renewable; source; electricity; energy; gas; coal; tidal; solar; wind; geothermal; nuclear; four figure grid reference; topography; physical feature; compass; environmental index survey;</p> <p>geological resource; mineral; gold; oil; copper; tin; timber; trade; import; export; GDP; economy; deforestation; quarry; mining; indigenous; climate change; carbon dioxide</p> <p>biodiversity; biome; climate; desert; equator; forest; latitude; rainforest; tundra; Tropic of Cancer; Tropic of Capricorn; latitude; longitude; ecosystem; vegetation belt; flora; fauna; temperate; deciduous;</p>	<p>dome mountain; fold mountain; fault-block mountain; tectonic plate; plate boundary; inner core; outer core; mantle; crust; peak; ridge; plateau; valley; tree-line; face; contour lines; sea level; topography; erosion; tourism; human activity; physical activity</p> <p>river; water cycle; upper course; middle course; lower course; source; stream; tributary; confluence; meander; ox-bow lake; delta; estuary; mouth; floodplain; deposition;</p> <p>consumer; producer; globalisation; global trade goods; profit; infrastructure; economy; employer; supply chain; Fairtrade; food miles; map scale</p>	<p>carbon footprint; emissions; carbon dioxide; climate change; greenhouse effect; ozone layer; single-use plastics; biodegradable; recyclable; cyclical economy; government; policy</p> <p>volcano; tectonic plate; convergent; divergent; plate boundary; Ring of Fire; tectonic activity; hot spot; eruption; magma; lava; pyroclastic flow; lahar; archipelago; volcanic islands; dormant; active; earthquake; epicentre; Richter scale; fault; shockwave;</p> <p>migrant; emigration; immigrant; refugee; economic migrant; push/pull factors; natural disasters; war; famine; refugee; labour; developing country</p>