

The Canterbury Primary School



Knowledge and Skills Progression Document

Geography

Strands of the subject	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>FAIR TRADE FORTNIGHT - 27 FEB – 12 MARCH 2024</p>	<p>Recognise/Identify</p> <p>Name and Locate areas around the school, office, hall, garden etc.</p> <p>Children know about similarities and difference in relation to places. They talk about the features of their own environment</p>	<p>Recognise / Identify</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p>	<p>Recall / Sequence</p> <p>Name and locate the world's seven continents.</p> <p>Know the names of and locate the five oceans of the world.</p>	<p>Summarise</p> <p>Locate and name the continents, equator, N and S hemisphere on a World Map.</p> <p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Could link with Science Animals including humans</p> <p>Use maps, atlases, globes and digital/computer mapping (Google</p>	<p>Explain / Empathise</p> <p>Describe and understand key aspects of: Physical geography including, What causes earthquakes and label different parts of a volcano.</p> <p>Explain the features of a water cycle – Science link</p> <p>Know the names of a number of the world's highest mountains.</p>	<p>Demonstrate Understanding / Evaluate</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, mountains</p>	<p>Evaluate</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features including coast, features of erosion, hills,</p>

		<p>key human features, including: city, town, village, factory, farm, house, office.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p>Earth/Digimaps) to locate countries and describe features studied.</p>			<p>mountains and rivers. Understand how these features have changed over time.</p>
	<p>Describe</p> <p>Children know about similarities and differences between and among communities and traditions</p>	<p>Describe</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Recognise/ Identify/ Describe</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>*Understand and explain the meaning of the term 'non-</p>	<p>Identify / Demonstrate Understanding</p> <p>Locate and know the name of and locate at least eight major capital cities across the world</p> <p>Know the names of and locate at least eight countries and and at least six cities in England</p>	<p>Summarise</p> <p>Locate and name the main counties and cities in/around England.</p> <p>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.</p>	<p>Apply</p> <p>Compare land use maps (Could link to History - France (WWII) from past with the present.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present</p>	<p>Critique</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p>

			European country’.				
	<p>Observe / Describe</p> <p>Children know about similarities and difference in relation to places. They talk about the features of their own environment and how environments vary from one to another.</p>	<p>Identify / Classify</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>*Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p>*Know that places can be compared in many ways e.g. size, amenities,</p>	<p>Compare / Contrast</p> <p>Identify seasonal patterns in the United Kingdom and compare/contrast to weather around the world (could link to equator)</p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Use basic geographical vocabulary to refer to:</p> <p>☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p>	<p>Explain</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle. Introduction to Volcanoes and earthquakes</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied.</p>	<p>Compare and Contrast</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, The Greenwich Meridian, the Tropics of Cancer and Capricorn on a world map and globe.</p> <p>Know what is meant by the term ‘tropics’</p> <p>Describe and understand key aspects of: Physical geography including, What causes earthquakes looking at plate tectonics and the ring of fire.</p>	<p>Evaluate / Critique</p> <p>Locate the main countries in Europe and North or South America. Locate and name</p> <p>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Link to Tsunamis topic Y1)</p> <p>Recap as covered in Yr4)) Describe and understand key aspects of: Physical geography including: volcanoes and earthquakes, looking at plate</p>	<p>Hypothesise</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p> <p>Locate the main countries in Europe and North or South America.</p> <p>Know about time zones and work out differences</p> <p>Know main human and physical differences between developed and third world countries.</p> <p>Know the names of and locate some</p>

		transport, location or weather.	season and weather ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.			tectonics and the ring of fire. https://www.bbc.co.uk/bitesize/guides/zbfd2p/revision/2 https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis/japan-2011	of the world's deserts.
	Recognise Children recognise features of school and grounds and places visited. Familiar places e.g school, farm Use observational skills to study school and grounds. Use simple directional language e.g. forwards, turn https://www.fairtrade.org.uk/Farmers-and-Workers/Cocoa <u>Fair trade Fortnight / Commonwealth Day</u>	Identify / Classify Identify seasonal and daily weather patterns in the United Kingdom. Know which is N, E, S and W on a compass. Know their address, including postcode <u>Fair trade Fortnight / Commonwealth Day</u> <u>Focus on Country - Year 1 - Kenya</u>	Categorise Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the	Identify / Explain / Demonstrate Understanding Know the names of four countries from the southern and four from the northern hemisphere. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United	Demonstrate Understanding Know the name of and locate a number of the world's longest rivers. Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3 <u>Fair trade Fortnight /</u>	Reach Informed Conclusions Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade Fair/unfair distribution of resources (Fairtrade). <u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 5 – India Know how to use graphs to record features such as temperature or	Apply Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade Dominica Republic. Understand some of the reasons for similarities and differences. Environmental regions. <u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 6 - Papua New Guinea

	Focus on Country – Year R - Ghana		location of features and routes on a map. <u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 2 – South Africa	Kingdom and the wider world. <u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 3 – Vietnam	<u>Commonwealth Day</u> Focus on Country – Year 4 - Sri Lanka	rainfall across the world	
	<p>Recognise</p> <p>Recognise main types of weather and be introduced to seasons. Different jobs people do and where they work eg. Hospital, school</p>	<p>Observe</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Reason / Speculate</p> <p>Explain some of the advantages and disadvantages of living in a city or village</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Reason / Speculate how people might spoil or make an area better.</p>	<p>Synthesise</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use maps to locate European countries and capitals https://www.eea.europa.eu/data-and-maps/indicators/waste-recycling-1/assessment-1 - Country comparison waste recycling</p>	<p>Fieldwork Explain</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Know how to plan a journey within the UK, using a road map – Maps</p>	<p>Identify / Justify</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Mapping of local area (can link to Saxon Britain in History.)</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,</p>	<p>Fieldwork Reach Informed Conclusion</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Know what most of the ordnance survey symbols stand for. Know about time zones and work out differences</p>

					can be printed from Digimap	including sketch maps, plans and graphs, and digital technologies.	Know why industrial areas and parts are important.
	<p>Identify / Compare and Contrast</p> <p>Children know about similarities and difference in relation to places.</p>	<p>Compare and Contrast</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>*Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p>	<p>Observe / Describe</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>*Understand and explain the meaning of the term 'non-European country'.</p>	<p>Reason/Speculate</p> <p>Types of settlements in Early Britain could be linked to History. Why did early people choose to settle there?</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied.</p> <p>Compare a region of the UK with a Mediterranean country. Know at least five differences between living in the UK and Mediterranean country</p>	<p>Identify / Explain</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p> <p>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.</p> <p>Know the names of and locate at least eight major capital cities across the world.</p>	<p>Demonstrate Understanding / Evaluate</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p>	<p>Make a Reasoned Judgement</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Expand map skills to include non-UK countries</p>

*Know that places can be compared in many ways e.g. size, amenities, transport, location or weather.

End Points

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Know where the Equator, North Pole and South Pole are on a globe.</p> <p>Know features of hot and cold places in the world.</p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>Know what is the hottest and coldest season in the UK.</p> <p>Know which is N, E, S, and W on a compass.</p> <p>Know and recognise the main weather symbols</p>	<p>Name and locate the world's seven continents.</p> <p>Know the names of and locate the five oceans of the world.</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>Identify the following physical features: mountains, lake, island, valley, river, Cliff, forest and beach.</p> <p>Know and use the terminologies left and</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, and locate, at least eight European countries.</p> <p>Use maps to locate European countries and capitals.</p> <p>Know what causes an earthquake.</p> <p>Label the different parts of a volcano</p>	<p>Know why most cities are located by a river.</p> <p>Know and label the main features of a river.</p> <p>Explain the features of a water cycle.</p> <p>Know and locate main counties and cities in England</p> <p>Know the name of, and locate, a number of the world's longest rivers.</p> <p>Know the names of a number of the world's highest mountains</p>	<p>Know what is meant by biomes and what are the features of a specific biome.</p> <p>Label layers of a rainforest.</p> <p>Know the names of, and locate, a number of South or North American countries.</p> <p>Know what deforestation means</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world.</p>	<p>Know main human and physical differences between developed and third world countries.</p> <p>Know about time zones and work out differences.</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc.</p> <p>Know what most of the ordnance survey symbols stand for.</p> <p>Know how to use six-figure grid references.</p>

	<p>Know where the Equator, North Pole and South Pole are on a globe.</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p> <p>§ key human features, including: city, town, village, factory, farm, house, office.</p> <p>Know the main differences between city, town and village.</p> <p>Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p>Know their address, including postcode.</p>	<p>right, below and next to</p> <p>Know the main differences between a place in England and that of a small place in a non-European country.</p> <p>Explain some of the advantages and disadvantages of living in a city or village</p>	<p>Know at least five differences between living in the UK and a Mediterranean country.</p> <p>Know how to plan a journey within the UK, using a road map</p> <p>Know the names of four countries from the southern and four from the northern hemisphere</p>	<p>Know what is meant by the term "tropics".</p> <p>Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map.</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps</p>	<p>Know why our industrial areas and ports are important.</p> <p>Know the names of, and locate, some of the world's deserts.</p>
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