

## Trinity St Mary's Church of England Primary School Subject Progression:

### Key Stage 1 and 2

#### Subject Area: Geography

	<p>Key Stage 1:</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basis subject-specific vocabulary relating to human and physical Geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Key Stage 2:</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include United Kingdom, Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
National Curriculum Objectives	<p>Key Stage 1:</p> <p><b>Pupils should be taught about:</b></p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>Understand the 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.</li> </ul> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, house, port, harbour and shop.</li> </ul> <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions (North, South, East, West) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.</li> <li>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.</li> </ul> <p>Use simple field work 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>

**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 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 Geography:

- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Describe and understand key aspects of 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.

## Geographical 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 use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, 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.

Year 1 – I Can...	Year 2 – I Can ...	Year 3 – I Can ...	Year 4 – I Can ....	Year 5 – I Can ....	Year 6 – I Can ...
<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries of the UK</li> <li>• Identify seasonal and daily weather patterns in the UK</li> <li>• Locate hot and cold areas of the world in relation to the equator and north and south pole</li> <li>• Use basic vocabulary to refer to key physical and human features</li> <li>• Use maps, atlases and globes to identify the UK and continents and oceans studied</li> <li>• Use simple compass directions (N, S, E, W)</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate world's continents</li> <li>• Name and locate world's oceans</li> <li>• Identify the ocean around a country of study</li> <li>• Compare my local area to a non-European country</li> <li>• Use key vocabulary to describe an unfamiliar area</li> <li>• Use aerial images and models to create simple plans and maps using symbols</li> <li>• Use simple fieldwork and observation skills to study my local environment</li> <li>• Locate countries using atlases and maps</li> <li>• Compare contrasting locations</li> <li>• Use a key when creating a map</li> </ul>	<ul style="list-style-type: none"> <li>• Use compass directions (NE, NW, SE, SW)</li> <li>• Locate and name main countries of Europe including Russia</li> <li>• Identify capital cities of European countries</li> <li>• Locate and name countries and capitals of British Isles</li> <li>• Identify longest rivers in the world, largest deserts and highest mountains</li> <li>• Compare locations with the UK</li> <li>• Identify position and significance of Equator, N/S hemisphere, tropics of Cancer and Capricorn</li> <li>• Compare locations of UK (Colchester)</li> <li>• Understand key aspects of physical geography: rivers, water cycle, transpiration, introductions to volcanoes, earthquakes and rock types</li> </ul>	<ul style="list-style-type: none"> <li>• Locate areas of similar environmental regions such as rainforests</li> <li>• Locate and name main counties and cities in and around Essex</li> <li>• Link with history to compare maps and focus on land use</li> <li>• Understand similarities and differences through human and physical study of a region in the UK, in Europe and within N/S America</li> <li>• Understand physical processes to include: climate zones, biomes and vegetation belts</li> <li>• Explain different types of settlements including villages, towns and cities</li> <li>• Use maps, atlases, globes and digital mapping</li> <li>• Use eight points of a compass and four figure</li> </ul>	<ul style="list-style-type: none"> <li>• Locate main countries and cities in Europe, N/S America</li> <li>• Compare urban and rural locations</li> <li>• Locate and name main counties and cities in England</li> <li>• Identify position and significance of latitude/longitude and Greenwich Meridian</li> <li>• Link to science with time zones, night and day</li> <li>• Compare regions in UK with N/S America</li> <li>• Make links between locations through fairtrade</li> <li>• Describe and understand physical processes to include: coasts, rivers, climate zones, water cycle, transpiration, biomes and vegetation belts</li> <li>• Understand trade between UK, Europe and rest of</li> </ul>	<ul style="list-style-type: none"> <li>• Locate main countries in Africa, Asia, Oceania and their environmental regions, key characteristics and cities</li> <li>• Name and locate key topographical features including coast, erosion, hills, mountains and rivers. Understand how features have changed over time</li> <li>• Compare a region in UK with S. America. Identify significant similarities and differences</li> <li>• Describe key features of rivers and mountains</li> <li>• Understand distribution of natural resources</li> <li>• Describe features of countries using maps, atlases, globes and digital mapping</li> <li>• Use six figure grid references and longitude and latitude in depth</li> <li>• Expand map skills for non-UK countries</li> </ul>

		<ul style="list-style-type: none"> <li>• Identify trade links in Pre and Roman era</li> <li>• Use atlases and digital mapping</li> <li>• Use basic symbols from ordnance survey maps</li> <li>• Use fieldwork to observe and record features of the local area</li> </ul>	<ul style="list-style-type: none"> <li>• grid references</li> <li>• Use fieldwork to observe, measure and record features in the local area</li> <li>• Produce sketches, maps, plans, graphs and digital technologies</li> </ul>	<p>world and identify distribution of resources</p> <ul style="list-style-type: none"> <li>• Describe features of countries using maps, atlases, globes and digital mapping</li> <li>• Use eight points of a compass, four figure grid references, symbols and key</li> <li>• Use fieldwork to observe, measure and record features in the local area</li> <li>• Produce sketches, maps, plans, graphs and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to support with orienteering skills</li> </ul>
--	--	---	--	--	---