



## Learning in Geography Skills Progression - Year 1 - Year 6



		Y1	Y2	Y3	Y4	Y5	Y6	
Aims of the National Curriculum		<ul style="list-style-type: none"> <li>- Develop contextual knowledge of the location of globally significant places- both terrestrial and marine- including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>- Are competent in the geographical skills needed to:               <ul style="list-style-type: none"> <li>- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>- communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>						
NC Programme of Study		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic 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>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and 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.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>				
Progression in Learning skills	Locational knowledge	Name and locate the world's seven continents and five oceans		Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities				
		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics		Identify key topographical features (including skills, mountains, coasts) 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			
	Place knowledge	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 non-European country.		Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.		Compare a region in UK with a region in N. or S. America with significant differences and similarities. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Link to Fairtrade of bananas in St Lucia. Understand some of the reasons for similarities and differences.		

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Education must develop every child's personality, talents and abilities to the full. (Article 29)

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<b>Human and physical geography</b>	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
	Use basic Geographical vocabulary to refer to key physical features (inc - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop)	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	
<b>Geographical skills and fieldwork</b>	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	Uses maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
	Use simple compass directions and locational and directional, to describe the location of features and routes on a map	Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world	Use four and six-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world
	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 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	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	
<b>Support transition to Bishop Walsh</b>	Children need to be able to name, locate and identify characteristics of the four countries of the United Kingdom 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		

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