

Geography Progression of Skills

	Year 2- prior knowledge	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><u>World/Europe:</u></p> <ol style="list-style-type: none"> identify where the UK is on a world map. identify where Europe is on a world map. <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> identify where countries are within the UK. <i>Key vocabulary: England, Scotland, Wales and Northern Ireland.</i> know the location of capital cities in the British Isles and UK. <i>Key vocabulary: Belfast, Cardiff, Edinburgh, London.</i> name and locate key cities and counties of the UK. <i>Key vocabulary: Counties: (local counties) Hampshire, Dorset, Wiltshire, Sussex, Surrey, Berkshire and others. Cities: (for example) Birmingham, Oxford, Exeter, Plymouth, Nottingham, Manchester, Leeds, Carlisle, Newcastle-Upon-Tyne, Liverpool, Bangor, Swansea, Cardiff, Glasgow, Edinburgh, Inverness, Aberdeen, Portsmouth.</i> 	<p><u>World:</u></p> <ol style="list-style-type: none"> recognise the different shapes and names of the continents. <i>Key vocabulary: Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America.</i> identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere. <i>Key vocabulary: Equator, Northern and Southern Hemisphere.</i> <p><u>South America</u></p> <ol style="list-style-type: none"> Locate countries, and major cities in South America. <i>Key vocabulary: Argentina, Bolivia, Brazil, Columbia, Guyana, Peru, Uruguay, Bolivia, French Guiana, Chile, Paraguay, Suriname, Venezuela.</i> Identify environmental regions in South America. <p>See biomes.</p> <ol style="list-style-type: none"> Identify key physical and human characteristics in South America. 	<p><u>World:</u></p> <ol style="list-style-type: none"> review and strengthen 'World' objectives from Years 3-4. <i>Key vocabulary: Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America.</i> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <i>Key vocabulary: Equator, Northern and Southern Hemisphere, latitude, longitude, tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</i> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> Review and strengthen objectives 3-7 of 'United Kingdom' from Year 3. Understand how some physical and human characteristics have changed over time. (e.g. debate over housing, wind farms, HS2). 	<p><u>World:</u></p> <ol style="list-style-type: none"> Review and strengthen 'World' objectives from Years 3-5. <i>Key vocabulary: Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America.</i> identify and describe the significance of the Prime/Greenwich Meridian and time zones (including day and night). <i>Key vocabulary: Equator, Northern and Southern Hemisphere, latitude, longitude, tropics of Cancer and Capricorn, Arctic and Antarctic Circle</i> <p><u>North America</u></p> <ol style="list-style-type: none"> Locate countries, and major cities. <i>Key vocabulary: Mexico, United States, Canada, Greenland, Bermuda, Cayman Islands etc. (all 23 countries).</i> Identify environmental regions. <i>Key vocabulary: mountainous west, Great Plains, Canadian Shield, the varied eastern region, Caribbean. Also see biomes.</i>

		<p>6. identify key human characteristics in the UK: land-use patterns.</p> <p><i>Key vocabulary: (for example) rural, urban, cities, industrial, greenbelt, population density etc..</i></p> <p>7. identify key physical characteristics in the UK. (could also see topographical features below).</p> <p>8. Identify key topographical features in the UK:</p> <p><i>Key vocabulary: (for example) hills, mountains, rivers and coasts.</i></p>	<p>Europe:</p> <p>6. locate Europe on a world map.</p> <p>7. identify where countries are within Europe, including Russia.</p> <p>8. Identify the capital cities of European countries and other significant cities.</p> <p><i>Key vocabulary: Countries and capital cities of Europe.</i></p> <p>United Kingdom</p> <p>9. Review and strengthen objectives 3-5 of 'United Kingdom' from Year 3. (See related key vocabulary).</p>		<p>3. Identify key physical and human characteristics</p> <p><i>Key vocabulary (human): settlement, land use, economic activity, energy resources, resource distribution, climate change, population.</i></p> <p><i>Key vocabulary (physical): for example, weather, climate, climate zones, biomes, mountains, rivers, volcanoes, water cycle and earthquakes.</i></p>
<p>Place knowledge</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>	<ul style="list-style-type: none"> understand the geographical similarities and differences through the study of human and physical geography of an area of the UK and an area of Africa. <i>(Food and farming)</i> 	<ul style="list-style-type: none"> understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of South America. 	<ul style="list-style-type: none"> understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within Europe. 	<ul style="list-style-type: none"> understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of North America.

Human and physical

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.

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.

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

1. Water cycle

Physical

- Describe/explain water in its liquid, gaseous and solid forms.
- Describe the main events in the water cycle.
- Explain that the water cycle is a closed cycle.
- Explain evaporation and condensation.
- Explain how clouds form.
- Name some different types of clouds.
- Explain why it rains.

Human

- Explain that water has been cleaned for drinking (dirty water contains bacteria).
- Explain what causes flooding.
- Describe how flooding affects communities.
- Describe ways to limit flood damage.

Key vocabulary: evaporation, transpiration, condensation, precipitation, solid, liquid, gas, clouds, surface-run off.

Challenge: infiltration, throughflow, percolation.

2. Food and farming

- Explain what farming is.
- Explain why farming is important.

1. Identify climate zones

Key vocabulary: Temperate, tropical, arid, mountainous, polar, Mediterranean.

2. Identify biomes and vegetation belts, taking into consideration how animals/plants are adapted to suit their environment.

Key vocabulary: rainforests, deserts, savannah, woodlands, grasslands, tundra.

3. Coasts

- Name some features of a coastline.
- Explain how some coastal features are formed.
- Explain how erosion and deposition form coastal features.
- Name some famous UK coastal features.
- Identify the location of some famous UK coastal features.

Key vocabulary: Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition.

1. Explain plate tectonics

Key vocab: tectonic plates (African, Antarctic, Eurasian, North American, South American, Indo-Australian, and Pacific Plates), mantle, continental drift, plate boundaries.

2. Earthquakes

Physical

- Identify what an earthquake is.
- Explain why earthquakes occur.
- Locate and explain where earthquakes are most frequently located.

Human

- Explain the impact of earthquakes on people and society.

Key physical vocabulary: tectonic plates, plate boundaries, outer core, inner core, crust, epicentre, magnitude, mantle, fault, seismic wave, seismograph, tsunami, tremors, continent, Ring of Fire.

Key human vocabulary: aid, destruction, disaster, emergency, rescue, rubble

3. Volcanoes

Physical

- Explain what a volcano is and how volcanoes are formed.
- Identify different features of a volcano.

1. Identify and describe climate zones, discussing how proximity from the equator impacts climate.

Key vocabulary: Temperate, tropical, arid, mountainous, polar, Mediterranean.

2. Identify and describe biomes and vegetation belts, making links to climate zones and how this impacts animals/vegetation.

Key vocabulary: biodiversity, equator, Tropic of Capricorn and the Tropic of Cancer, rainforests, deserts, savannah, woodlands, grasslands, tundra.

3. Rivers

Physical

- Review main events in the water cycle (see Year 3).
- Locate rivers around the world.
- Describe the place in which the source of a river is found.
- List some features of a river's upper/middle/lower course.
- Describe how water erodes a riverbank/ deposition changes the shape of a river.

Human

- List some ways that rivers are used.
- List some advantages/disadvantages for different uses of a river.

Key vocabulary: bank, basin, bed, current, confluence, delta, downstream, erosion,

		<ul style="list-style-type: none"> • Describe arable, pastoral and mixed farming. • Describe how different types of farming are distributed across the UK. • Understand the use of pesticides and fertilisers. • Describe where food comes from (why?). e.g. field to fork, plate, glass. • Describe how farming is being impacted by climate change and weather. • Describe how food production is changing e.g. seasonality. <p><i>Local area: what food production occurs in Hampshire/Isle of Wight? versus imports to UK.</i></p> <p><i>Key words: arable farming, agriculture, fair trade, fertiliser, intensive farming, livestock, mixed farming, organic farming, pastoral farming, pesticides, urban farming, topography, red tractor logo.</i></p>		<ul style="list-style-type: none"> • Describe different types of volcanoes (active, dormant, extinct). • Explain why a volcanic eruption occurs, including composite, shield and cinder volcanoes. • Locate volcanoes. <p><i>Human</i></p> <ul style="list-style-type: none"> • Analyse the impact of volcanic eruption pros and cons (e.g. danger, air quality, fertile land). <p><i>Key physical vocabulary: magma, molten rock, lava, eruption, magma chamber, ash cloud, conduit, side vent, vent, crater, tremors, dormant and extinct, Ring of Fire.</i></p>	<p><i>estuary, floodplain, freshwater, meander, mouth, salt water, silt, source, stream, tributary, upstream, watershed, oxbow lake.</i></p> <p>4. Mountains</p> <ul style="list-style-type: none"> • Use maps/computer mapping to locate key mountain range of the world. • Locate areas of higher ground in the UK. • Describe key features of a mountain range. • Explain how different types of mountains are formed. • Describe a mountainous climate. <p><i>Human</i></p> <ul style="list-style-type: none"> • Describe how tourism affects mountain regions. • Identify ways to limit the damage tourism causes to an area/ who is responsible. <p><i>Key vocabulary: altitude, ascend, avalanche, base, base camp, climate, contour, crevice, decline, descend, elevation, expedition, face, fissure, fold, foot, foothills, igneous, incline, landscape, landslide, limestone, metamorphic, mountain, mountain range, outcrop, peak, plateau, ridge, rock wall, sedimentary, siltstone, slope, snow line, summit, tectonic plate, tourism, tree line, trek, volcano, fold, dome, fault block, mountains, mountaineer.</i></p>
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Geographical skills and fieldwork

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.

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 location of features and routes on a map.

Location

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Compass/Grid references

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 and the wider world.

Fieldwork

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.

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Location

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Compass

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.

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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.

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