



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: Geography



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of Geographical knowledge and skills across the year groups.

NC	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge		Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: • locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; • name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; • 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; • use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.		Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: • use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; • use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	
		• Describe where the UK is located, and name and locate its four countries and some counties; locate and describe precisely where they live in the UK in relation to continent, country, county, city/where they live. • Locate the UK's major urban areas and describe some human and physical characteristics of the UK (e.g. use a map of the British Isles to locate and label the main British rivers, and add the names of settlements at the mouth of the rivers).	• Revisit where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using more precise locational terminology. • Can locate and describe several contrasting physical environments (e.g. use a map of the British Isles to locate and label the main British rivers, add the names of settlements at the mouth of the rivers, and locate and label the mountains/hills where the source of these rivers are found).	• Locate regions and major cities and urban areas, knowing some of their distinct characteristics. • Locate and describe a range of contrasting physical environments in the UK, e.g. coastal environments, the UK's significant rivers, hill and mountain environments, and how they change.	• Locate, with accuracy, regions, major cities and United Kingdom's urban areas, knowing their distinct characteristics and how they have changed over time. • Recognise and identify broad land-use patterns of the UK and how they have changed over time (e.g. Finding and highlighting patterns of land use such as built and non-built up areas, and using this to offer reasons why things are where they are and explain how and why places are different).

		● Locate most countries in Europe (including the location of Russia) on a map or atlas. ● Describe some European cities using an atlas, focusing on key physical and human characteristics.	● Locate most countries in North America using a map or atlas. ● Describe some North American cities using an atlas, focusing on key physical and human characteristics. ● Identify states in the USA using a map, and explain and illustrate continent, country, state and city with examples (e.g. 'Route 66', locate the places on a map of the USA to show a route across the USA, describe the route and what you would expect to see on the way).	● Locate cities, countries and regions of Europe and North America on physical and political maps. ● Describe key physical, human characteristics and environmental regions of Europe, using both physical and political maps. ● Compare key physical and human characteristics, and environmental regions of Europe and North America.	● Locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. ● Describe key physical, human characteristics and environmental regions of South America, using both physical and political maps. ● Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.
		● Use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles	● Identify the position of the equator, the northern hemisphere and the southern hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. ● Identify and understand the significance of latitude and longitude.	● Locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone (the Prime/Greenwich Meridian, including day and night.), climate, seasons and vegetation.	● Locate accurately and compare places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone (the Prime/Greenwich Meridian, including day and night.), climate, seasons and vegetation.
Key Vocabulary:		United Kingdom, Wales, Ireland, England, Wales, Continent, country, county, river, atlas, human features, physical features, globe, North Pole, South Pole, Equator, northern hemisphere, southern hemisphere, Tropics of cancer, Tropics of Capricorn, Arctic circle, Antarctic Circle, Border.	Mountains, hills, rivers, North America, human characteristic, physical characteristics, states, Route 66. Mississippi River, Mt McKinley, Yellowstone Park, Wyoming, The Grand Canyon, Colorado River, New York, Los Angeles, Las Vegas, Death Valley (California)	Urban area, physical map, political map, time zone, Prime/Greenwich Meridian, climate, rainfall, temperature, seasons. Cities: Manchester, Liverpool, York, Cambridge, Oxford, London, Bath, Bristol, Cardiff, Glasgow, Belfast, Dublin, Rivers: Trent, Severn, Derwent, Thames. Ouse, Avon, Mersey, Mountain Ranges: The Lake District, The Pennines, Cairngorms, Grampian mountains, Snowdonia, Sperrin Scandinavian cities: Oslo, Copenhagen, Stockholm. Norwegian fjords, Scandes	Land use, Amazon River, Sao Paulo, The Andes Mountain range, Angel Falls,
<u>At Greater Depth</u>, children should: 1. Ask and answer a good range of relevant geographical questions. 2. Be able to recognise the type of place it is based on its characteristics. 3. Have a fluent knowledge of the countries within the UK and the world's continents and oceans 4. They should know a range of European countries. 5. When carrying out fieldwork, investigate their own line of enquiry and choose their own way of suitable recording.					
Place Knowledge		Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. KS2 Geography National Curriculum Children can 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.	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. KS2 Geography National Curriculum		

		Children can: - understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; - explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; - explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; - use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.		Children can 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. Children can: - understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; - use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.	
		- Identify the physical and human geography of the United Kingdom and its contrasting human and physical environments. - Recognise and explain why some regions of the United Kingdom are different from others - Identify and describe geographical similarities and differences through the study of human and physical geography of a region in a European country. - Recognise that there are physical and human differences within countries and continents	- Describe the physical and human geography of the UK and its contrasting human and physical environments. - Explain why some regions of the United Kingdom are different from others and give reasons why some are similar. - Identify and describe how the human and physical characteristics of one city in North America and one city in Europe are connected and make it unique (e.g. using photos, information and Google Earth, record information about one city in North America and one in Europe and their surrounding areas; compare these cities, drawing out human and physical characteristics; identify differences and similarities).	- Identify and explain how a region of the United Kingdom has changed over time and how it is different from another region of the UK. - Study key information about a region of Europe and North America, its physical environment, climate, and economic activity and understand that a region such as the Alps is unique.	- Explain how and why their region and other regions have changed, and how the regions of the UK are distinctive. - Compare the importance of a region in the United Kingdom, Europe and in South America, their physical environment, climate, and economic activity, and explain their differences and similarities.
Key Vocabulary:		River, hill, mountain, lake, woodland, settlement, urban, rural, population		Physical features, climate, rainfall, temperature, economy, trade, Stockholm and London Danbue River, The River Rhine, River Volga Mount Vesuvius	Famous buildings, monument, cities, currency, language, population, life expectancy, migration, immigration, trade, industry, shipping route, fair trade, global, income, fossil fuel, oil, mineral, export, import, food miles, deforestation, logging, tourism, seasonal work.
At <i>Greater Depth</i> , children should: 1. Be able to use key language for human and physical features consistently and accurately within their written and verbal work. 2. Compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences. 3. Patterns of human and/or physical features are investigated and described in detail.					

Human and Physical Geography		Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. KS2 Geography National Curriculum Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can describe and understand key aspects of: • physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; • human geography, including: types of settlement and land use; • use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.		Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. KS2 Geography National Curriculum Children will locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; • 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; • use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.	
		●Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. ● Describe and understand key aspects of volcanoes and earthquakes (e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts). ●Describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles. ● Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	● Explain the water cycle in appropriate geographical language. (Y4 Science link) ● Describe and explain the key landscape features and processes associated with rivers. ● Apply knowledge of climate zones to understand the relationship between climate and vegetation (e.g. use maps and photographs to study an animal they have chosen, looking at where it lives in relation to climate and biome, and how it is suited to the environment - link to Y4 science ‘Habitats’).	● Describe and understand a range of key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed. ● Apply knowledge of volcanoes and earthquakes to understand how mountain regions are formed (e.g. fold mountains: Alps) ● Understand that climate and vegetation are connected in an example of a biome. ● Understand our food is grown in many different countries because food production is influenced by climate.	● Describe and compare some key physical processes and the resulting landscape features for places studied. ● Understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic. ● Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. (link to Y6 science ‘Evolution and inheritance’)

		● Recognise that there are physical and human geography differences within countries and continents (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water). ● Describe how physical processes can cause hazards to people. ● Describe some advantages and disadvantages of living in hazard-prone areas.	● Compare similarities and differences of the physical and human geography for more than one region in North America (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water). ● Explain the advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of flooding). ● Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. ● Explain some threats to wildlife/habitats (e.g. Ocean plastic).	● Understand the importance of a region of Europe and North America, its human and physical geography, and how they are interdependent (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water). ● Understand the hazards and the causes of hazards from physical environments and their management, such as avalanches in mountain regions. ● Identify how human activity is influenced by climate and weather.	● Understand the importance of a region in Europe and in South America, its human and physical geography, and how they are interdependent (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water). ● Explain how human activity is influenced by climate and weather. ● Understand that no single type of energy production will provide all our energy needs (e.g. why the Amazon rainforest is valuable and how it should be protected). ● Explain several threats to wildlife/habitats (e.g. why the Amazon Rainforest is valuable and under threat, and why it should be protected).
Key Vocabulary:		Volcanoes: Shield volcano, composite volcano, Earth's crust, magma, mantle, eruption, tectonic plates, main vent, secondary vent, lava, crater, ash, particles. Earthquakes: Plate boundaries, aftershock, drill, tsunami, tectonic plates.	Condensation, evaporation, transpiration, precipitation, surface run-off, river, sea, particles, vapour, Rivers, lake, source, mouth, tributary, waterfall, delta, coasts, deposition, transportation, erosion, meander.	Mountains, glacier, national park, gorge, landscape, moor, slope, hill, contour line, peak, mountain range, canyon, reservoir	Biomes, forest, grassland, desert, tundra, aquatic, climate
<u>At Greater Depth</u> children should: 1. Complete maps, drawings and grid references with detail for a wide amount of purposes. Choices for the symbols/key are reasoned. 2. Pull together a range of mapping images to be able to investigate and answer relevant questions. 3. When describing physical or human aspects of a place, detail should be used.					

Geographical Skills and Fieldwork		Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.		Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • 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; • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	
		• use maps, atlases, globes and digital/computer mapping to locate countries • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • Use the 8 points of a compass and four-figured grid references, symbols and key to communicate knowledge of the UK and wider world.	• use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. •	• Use the eight points of a compass, 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; •	Create maps of locations identifying patterns (land-use, climate zones, population, densities, the height of land) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • 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; • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
Key Vocabulary:		key, symbol, land use, urban, rural, population, coordinates.	sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.