

St Giles' C of E Primary School GEOGRAPHY Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> * know some features of Shrewsbury and the local area around St Giles * explore the geography of the school site 	<ul style="list-style-type: none"> * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom * know and identify the seas around the UK 	<ul style="list-style-type: none"> * know and identify the 7 continents and 5 oceans * identify and locate some major cities in the UK in relation to Shrewsbury 	<ul style="list-style-type: none"> * know and identify some major European countries, their capitals and their flags * identify some key topographical features of the UK: major rivers (and the cities they flow through) and mountains 	<ul style="list-style-type: none"> * locate the main countries of Europe, including Russia, and identify their capital cities * identify the longest rivers in the world, largest deserts, highest mountains and compare with UK * know and identify the UK's major cities: capitals, Birmingham, Manchester, Liverpool, Sheffield, Newcastle, Glasgow, Aberdeen, Norwich and counties in/around Shropshire 	<ul style="list-style-type: none"> * revisit year 4 objective - know and identify the UK's major cities: capitals, Birmingham, Manchester, Liverpool, Sheffield, Newcastle, Glasgow, Aberdeen, Norwich and counties in/around Shropshire * develop a greater understanding of the wider world including the names and locations of the 5 oceans and 7 continents and the countries and cities within * know about N and S hemispheres and the major lines of latitude and their importance: <ul style="list-style-type: none"> ➢ Equator ➢ Tropics of cancer and Capricorn ➢ Arctic and Antarctic circles * understand time zones and their function, and the mechanics of day/night * on a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions 	<ul style="list-style-type: none"> * identify countries in Europe, North and South America, their capitals, other major cities, their environmental / cultural aspects, physical features and flags * know about climates in different parts of the world and the dangers of extreme climates.
Place Knowledge	<ul style="list-style-type: none"> * know that other places can be different or similar and name a place that is not like Shrewsbury 	<ul style="list-style-type: none"> * describe the geographical features of Shrewsbury 	<ul style="list-style-type: none"> * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area of a contrasting, non-European region 	<ul style="list-style-type: none"> * compare geographical features and climate of Shropshire with a region in a European country 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * know how the use of land in Shrewsbury has changed and is changing and ask questions about the changes 	<ul style="list-style-type: none"> * compare a region in UK with a region in N or S America with significant differences and similarities * understand some of the reasons for similarities and differences
Human and Physical Geography	<ul style="list-style-type: none"> * know that things change over time in a place and think about how and why * know that we need to care for our environment 	<ul style="list-style-type: none"> * identify seasonal and daily weather patterns in the United Kingdom * identify the location of hot and cold areas of the world in relation to the 	<ul style="list-style-type: none"> * use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ➢ key physical features, including: beach, cliff, coast, sea, ocean, river 	<ul style="list-style-type: none"> * describe and understand key aspects of: <ul style="list-style-type: none"> ➢ physical geography including: rivers and the introduction to 	<ul style="list-style-type: none"> * describe and understand key aspects of: <ul style="list-style-type: none"> ➢ physical geography including: climate zones, biomes 	<ul style="list-style-type: none"> * describe and understand key aspects of : <ul style="list-style-type: none"> ➢ physical geography including: coasts, rivers and the water 	<ul style="list-style-type: none"> * describe and understand key aspects of : <ul style="list-style-type: none"> ➢ physical geography including: volcanoes and earthquakes,

		<p>Equator and the North and South Poles</p> <p>* use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ➤ key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather ➤ key human features, including: shop, factory, farm, house, office 	<ul style="list-style-type: none"> ➤ key human features, including: city, town, village, port, harbour 	<p>volcanoes, mountains and earthquakes</p> <ul style="list-style-type: none"> ➤ human geography including: trade links in the <i>pre-roman and Roman era</i>; <i>types of settlements in Early Britain linked to History</i> and understanding why early people chose to settle there? 	<p>and vegetation belts</p> <ul style="list-style-type: none"> ➤ human geography: types of settlements in modern Britain: villages, towns, cities 	<p>cycle (including transpiration); climate zones, biomes and vegetation belts (linking to latitude)</p> <ul style="list-style-type: none"> ➤ human geography including: trade between UK and Europe, Fair/unfair distribution of resources (Fairtrade), types of settlements in <i>Viking, Saxon Britain linked to History</i> <p>* know about natural resources (energy, mining etc)</p> <p>* explore sustainable energy</p>	<p>looking at plate tectonics and the ring of fire</p> <ul style="list-style-type: none"> ➤ human geography including: distribution of natural resources focussing on energy (link with coal-mining history and eco-power) <p>* understand the economies of South American countries: their exports to the world and why they are important</p> <p>* locate and investigate mountain ranges around the world</p> <p>* explore climate change.</p>
Skills	<ul style="list-style-type: none"> * Observe people, plants and animals in the local area * discuss what they have noticed * record some observations of the local area * talk about why things happen and how 	<ul style="list-style-type: none"> * use world maps, atlases and globes to identify the United Kingdom and its countries * use simple fieldwork and observational skills to study the geography of St Giles' and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * devise a simple map with keys * use simple compass directions (N, S, E, W) and locational and directional language (near, far, left, right) 	<ul style="list-style-type: none"> * use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and keys (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * 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 	<ul style="list-style-type: none"> * use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * learn the eight points of a compass, four-figure grid references * 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 	<ul style="list-style-type: none"> * use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * 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 * 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 	<ul style="list-style-type: none"> * use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * extend to 6 figure grid references with teaching of latitude and longitude in depth * expand map skills to include non-UK countries * 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