

Geography Progression of Skills – Fairfield's Primary School

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Name and locate a seaside town.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Expanding locational knowledge to include the world.</p>	<p>Name and locate countries and cities of the UK.</p> <p>Comparing geographical regions and identifying their human and physical characteristics.</p> <p>Study key topographical features (hills, mountains, volcanoes and rivers) and how these aspects have changed over time.</p> <p>Using previous and new knowledge to compare the world and their locality.</p>	<p>Locate the world's countries using maps focus study carried out on Africa (Egypt).</p> <p>Identify the position and significance of the Equator.</p> <p>Focus on British geography for purpose (where the Anglo-Saxons settled.)</p> <p>Concentrating on environmental regions and key physical and human characteristics between UK and Egypt and comparing these.</p> <p>Using previous and new knowledge to compare the world and their locality and geographical and consequent civilisation changes over time.</p>	<p>Locate the main countries in Europe, North and South America.</p> <p>Recognising coastal features including coastal landform and town change. Linking with climate and weather changes/ impact.</p> <p>Identify the position and significance of latitude and longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Including Hemispheres, Tropics of Cancer and Capricorn.</p> <p>Introduction of time zones, impact and implications of climate and weather change.</p>	<p>On a world map locate the main countries in North and South America. Identify their main environmental regions including rainforests, key physical and human characteristics and major cities.</p> <p>Linking with local history map how land use has changed over time in the context of Victorian times to now.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these have changed over time.</p> <p>Introduction of industrial change to purpose of land. Comparison of physical, human and topographical features over time.</p>

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Place Knowledge	Observe and describe the human and physical geography of a small area of the UK.	<p>Compare and contrast a small area of UK (Cheshunt) with a small area in a contrasting non-European community (Tocuaro, Mexico)</p> <p>Expanding on place knowledge and introducing comparison.</p>	<p>To understand and locate on a map where China is in the world and identify its human and physical features.</p> <p>Compare what life is like in the UK and China and identify and compare their famous landmarks.</p> <p>Identifying human and physical landmarks and how they are created.</p>	<p>Studying how the physical geography of a region has affected human settlement (River Nile and Anglo-Saxons to UK)</p> <p>Studying and identifying how physical geography impacts upon settlement and societies.</p>	<p>Study of coastal town (Clacton) and compare to non-coastal (Cheshunt) focus on more human and physical aspects.</p> <p>Studying and identifying how physical geography impacts upon settlement and societies in the context of trade tourism and food.</p>	<p>Compare a region in the UK with a region in South America (Brazil) with significant differences and similarities.</p> <p>Comparisons made between weather and climate, topographical differences and physical features including amazon rainforest and human features such as Mayan pyramids.</p> <p>Identifying how climate and physical difference impact upon the food cycle and types of animal within a region.</p>

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Geographical Skills and Fieldwork	<p>Use maps, atlases and globes to identify the UK and its countries.</p> <p>Use locational and directional language (e.g. near and far, left and right). Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Use world maps, atlases and globes to identify the continents and oceans.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>Use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Introduction of expanded geographical language (compass points) ,looking at different mediums and recognising perspective.</p>	<p>Use maps, atlases, globes and digital mapping (of space) to locate countries around the world and describe features studied.</p> <p>Use the points of a compass to locate and describe the location of places and features studied in order to carry out comparisons.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area (canal study) using a range of methods.</p> <p>Expanding fieldwork knowledge of a region by personally observing the physical and human features.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries around the world and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area (river walk) using a range of methods.</p> <p>Learn the eight points of a compass and four-figure grid references.</p> <p>Expanding to use technology in order to locate and understand features of study.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries around the world and describe features studied.</p> <p>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 UK in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area (including Clacton) using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Introduction of ordnance survey maps and how to read them.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries around the world and describe features studied.</p> <p>Extend to six figure grid references with teaching of longitude and latitude in depth.</p> <p>Expand map skills to include non- UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in areas studied (including IOW trip) using a range of methods including sketch maps.</p> <p>Revision of previous learning and extending to cover a wide range of map skills and linking vocabulary including contouring.</p>

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Human and Physical Geography	<p>Identify seasonal/daily weather patterns in the UK.</p> <p>Use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>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.</p> <p>Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (city, town, village, factory, farm, house, shop) of a contrasting non-European country.</p> <p>Expanding knowledge of weather patterns from UK to rest of the world. Deepening language, knowledge and understanding of both physical and human features.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (hills, mountains, coasts, rivers and volcanoes) and land patterns and how some of these aspects have changed over time in European countries.</p> <p>Using the knowledge obtained on physical and human features to explain changes within region of European countries over time.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate and the effects of the water cycle on the topography of a region; vegetation (linked with the water cycle and River Lea trip) and biomes.</p> <p>The types of settlements in modern Britain and comparisons between these and Anglo-Saxon times.</p> <p>In addition to physical and human features, climate is looked at and described for each region. Also comparisons are made within the same region but over a period of time.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including, coasts rivers and the water cycle, including transpiration, climate zones, biomes, and vegetation belts.</p> <p>Human geography including trade, climate and the variety around the world, and how vegetation varies across the globe.</p> <p>Knowledge of biomes and vegetation belts is built upon from Y4 to now include how vegetation varies across the globe as well as looking at the trade and climate in various environments.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy linking with history and transportation of coal (Victorians)</p> <p>Expanding physical knowledge to include plate tectonics and natural movement and its impact (tsunamis and volcanoes) on humans and the surrounding areas.</p>