



Northchapel Primary School

*forming kind and curious children who aspire to succeed.*

<p><b>Early years</b></p>	<p><b>0-3 Understanding the World</b> Explore and respond to different natural phenomena in their setting and on trips.</p>	<p><b>3-4 Understanding the World</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>ELG Understanding the World</b> <b>People Culture and Communities ELG</b> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Location Knowledge</b></p>	<p>Name and locate local town.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.</p>	<p>Locate and name the main counties and cities in England. Name and locate geographical regions in the UK and their identifying human and physical characteristics, key topographical features (e.g. hills, mountains, coasts and rivers). Compare 2 different regions in UK rural/urban.</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these impact land use.</p>

GEOGRAPHY PROGRESSION OF KNOWLEDGE AND SKILLS

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Place Knowledge</b>	Observe and describe the human and physical geography of a small area of the United Kingdom.	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 of the UK.	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. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
<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. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.	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. 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) Use basic geographical vocabulary to refer to key human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non- European country.	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities.	Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History.	Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy

GEOGRAPHY PROGRESSION OF KNOWLEDGE AND SKILLS

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; Devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. 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 fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass. Use symbols and keys to build their knowledge of the United Kingdom and the wider world. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, symbols and keys ( <i>including the use of Ordnance Survey maps</i> ) to build their knowledge of the United Kingdom. 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.	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 ( <i>including the use of Ordnance Survey maps</i> ) 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.	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 ( <i>including the use of Ordnance Survey maps</i> ) to build their knowledge of the United Kingdom in the past and present. 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.