

The Little School with the Big Heart

‘With God All Things are Possible’ Matthew 19:26

**Geography Skills and Knowledge Progression**

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|  | **KS1** | | **KS2** | | |
|  | Class 1 (EYFS/Year 1) | Class 2  (Year 1/Year 2) | Class 3  (Year 2/year3) | Class 4  (Year 4/year 5) | Class 5  (year 5/year 6) |
| Locational Knowledge | Name, locate and identify the characteristics of the four countries of the United Kingdom and its surrounding seas. | Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities (and Manchester) of the United Kingdom and its surrounding seas.  Locate and name the polar regions, the equator and desert climates  Locate and describe the location of Australia. | Name and locate the tropics. Identify the prime meridian.  Name and locate the western and eastern hemispheres.  Name and locate longitude and latitude.  Name and locate the countries of Europe. | Describe the locations of Greenwich in the United Kingdom, the capital cities of the United Kingdom.  Describe the location of Newhey and Rochdale.  Name five European capital cities.  Compare and Contrast Europe  Name mountain ranges and Rivers around the world  Locate and name the Pacific Ring of Fire | Locate and label the Earths’ main biomes and climate zones  Describe the  Geographical location of the continent of North America and South America  Locate and name the geographical locations of North and South American mountain ranges  Locate and name the countries of south America on a map |
| Physical Features | Name the Pennine hills  Name some of the mountains and lakes in the Lake District  Name the highest Peaks | Classify different physical features in the United Kingdom including mountain ranges, national parks and rivers.  Compare and contrast Manchester with London.  Understand what is meant by continent and name the largest continent.  Describe the features of the polar and desert regions and identify similarities and differences.  Name and describe the Australian outback, Uluru, the highest peak and the longest river.  Describe the Great Barrier Reef. | Understand and describe what a river is. Understand what is meant by delta, meander, estuary and subterranean river.  Name and locate some of the world’s longest rivers.  Describe what tectonic plates are and their boundaries  Locate and label on a map the locations of tectonic plates.  Understand what is meant by the water cycle  Name different types of clouds | Define and use the words source, delta and land locked sea  Locate and label landlocked seas in Europe  Understand what a mountain range is. Be able to describe the features of a mountain range.  Understand how mountains are measured.  Define and understand the term natural resources. Compare and contrast the areas where soils for agriculture and construction are found.  Understand how meteorologist use clouds to predict the weather | Identify how the physical features affect the human activity within a location.  Name the main biomes  Understand what is meant by the word climate and define what a climate zone is.  Compare and contrast different biomes including terrestrial and aquatic biomes.  Describe the physical features of North and South America including rivers and mountains. Define the word confluence.  Explain why pollution in a river affects more than one population (Rio Grande)  Compare and contrast the physical features of Parana and the Volga river basins  Compare and contrast the physical features of cities in South America that are situated at high and low altitudes. |
| Human Features | Name the capital city of England  Understand what most land in cities is used for | Name cities in England, Scotland, Ireland and Wales  Understand what remote means  Name some tourist places in the United Kingdom  Name famous landmarks in London and Manchester  Describe features of the UK’s capital cities  To understand what is meant by uninhabited and to understand what a country is.  Understand how goods can be transported across oceans  Name and locate the states in Australia and its main cities. | Know how many countries make up Europe and the populations of Europe. Recognise and locate the largest and smallest countries in Europe.  Understand what is meant by city-state, inhabitants and population  List ways of crossing rivers and give examples of bridges and explain why bridges are situated where they are. | Describe some of the uses for natural resources.  Explain the terms import and export  List, describe and classify different types of tourism.  Graph information about tourism in a European country | Describe what is known as the Great Pacific Garbage Patch  Graph the population of the 10 most populous cities in North America.  Compare and contrast the differences between a typical person in Mexico City and New York City.  Understand and use the terms colonise, indigenous and metropolitan.  Interpret population data for Bogata and Lima  Understand the term median age and mean age.  Describe the problems countries are facing as areas become more densely populated |
| Diversity |  | Understand why people may move from one country to another.  Describe the differences between  Scottish lowlands and highlands  Investigate the Troubles in Northern Ireland.  Describe ways in which London and Manchester are diverse.  Compare and contrast the population in London and Rochdale  Understand the culture of the Aboriginal people of Australia  Compare and contrast the Great Barrier Reef to Australia’s’ Rainforests. | Locate and label the countries in Europe and name the main regions of Europe  Summarise information about the largest and smallest European countries (populations)  Investigate the main languages spoken in Europe. | Know what the most traded foods are globally.  Explain why certain foods are imported into the United Kingdom.  Graph information about traded foods.  Explain why diversity in physical features across the world gives rise to the import and export of natural resources.  Locate and label where most of the world’s copper and nickel in mined.  Locate and label on a map where most of the world’s oil is produced. | Summerise information about population diversity. Describe the religious diversity in South America.  Describe some the geographical diversity in South America including: climate zones, biomes, population and languages.  Describe with examples the diversity that is associated with the climate zones that are found in North America. |
| Physical Processes | To understand the changes in weather across the four seasons  To keep a weather diary for a year. | To understand what is meant by a variety of weather terms including: monsoon, gale, heatwave, drought, climate, and atmosphere.  Compare and contrast the weather across four seasons  Categorise types of weather in different ways. | Describe the physical process of weathering. To understand the two types of weathering and to understand how types of weathering affects landform.  Describe the physical process that forms volcanoes.  Name examples of fold mountains  Describe the process that creates block mountains  Draw and label the main physical features found on a coast.  Define the word erosion and deposition.  To understand what causes erosion at coasts.  Describe the physical processes that create caves, bays, headlands, arches, stacks, cliffs and beaches. | Compare and contrast the weathering of a road surface with that of a lime stone building.  Explain how landforms change due to weathering.  Compare and contrast the physical processes that form volcanoes, fold mountains and block mountains.  Label the three stages of a river for each of the primary rivers in Europe.  Identify patterns in the relationship between the stages of a river and the amount of erosion and deposition that takes place  Explain why a river floods at its mature stage, the soil becomes more fertile. |  |
| Human Processes |  | Understand what happens at the Edinburgh Military Tattoo and the Edinburgh International festival  To understand how Cardiff has changed and what regeneration is.  Name and locate popular tourist destination in the Pacific Ocean.  Understand the effects of pollution on the Oceans and on the Great Barrier Reef  Understand why settlers went to Australia from Europe. | Understand what some of the human processes are that contribute to chemical weathering  Understand and define the word pollution  Understand and explain what transportation means  List some reasons for transportation across cities, national and international transportation.  Describe ways in which cities are trying to reduce congestion and pollution. (London and Manchester)  Locate on a map the Suez and Panama Canals and state why they were built.  Compare and contrast different modes of transport. | Explain how changing human processes may lead to a reduction in chemical weathering.  Organise information about the growing and export of coffee beans in Columbia  Clasify different types of tourism  Graph information about tourism in a European country. | Describe how human processes affect biomes  Draw conclusions as to why humans behave as they do in response to the conditions within a biome. |
| Techniques | To know what a globe, map and atlas are and use them to locate the United Kingdom.  Label common weather symbols | To label the compass points and an image of the Earth showing north, south, east and west.  Know and locate the north pole, south pole, and equator, northern and southern hemispheres.  Locate and label the countries of the United Kingdom and their capital cities along with Manchester and Rochdale.  Use an atlas and globe to find the United Kingdom, The five Oceans, seven continents and location of the school.  Categorise weather in different ways (mild, fair, stormy, extreme)  Compare mapping techniques for weather forecasting (globes, satellites and symbols) | Locate and label the tropics and the equator, prime meridian, western and eastern hemispheres, describing the climates in the tropics.  Know and identify the lines of longitude and latitude. | Apply knowledge of map techniques to describe the locations of Greenwich, the school, the capital cities of the United Kingdom and five European capital cities.  Explain the concept of time zones, investigating the international date line and its relationship to the prime meridian. | Understand what the vertical and horizontal lines on a map are.  Understand and use four and six figure grid references.  Apply knowledge of four figure and six figure grid references to find various grid references for: school, five places in the countryside near school, the centre of Rochdale and Manchester and the centre of five European cities.  Describe the nature of a topographical map and explain why it is useful.  Compare and contrast the features of a topographical map with those of a political map, using examples form North America and South America. |
| Field Work |  |  |  |  |  |