

Geography Progression in Knowledge and Skills 2021

	Key Objectives (NC)			
	Year 3	Year 4	Year 5	Year 6
General Locational Knowledge	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle. Learn the names of the continents and major oceans. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (including hills, mountains, cities, rivers, key topographical features) 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, and Southern Hemisphere, date time zones and the Arctic and Antarctic Circle. Describe some characteristics of the above areas. Name and locate the countries of Europe and identify some of the main physical and human characteristics (famous Spanish landmarks). 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Name and locate the countries of North America Describe geographical diversity across the world. 	<ul style="list-style-type: none"> Name and locate the countries of South America. Identify the main physical and human characteristics of the countries of S. America (Brazil). Describe how locations around the world are changing and explain some of the reasons for change (Brazil- Rio and The Amazon Rainforest) Describe geographical diversity across the world.
Human and Physical Geography	<ul style="list-style-type: none"> Identify the human characteristics of some UK counties and cities and understand how some of these aspects have changed over time (local study- Christchurch) Describe the key aspects of different climate zones (Polar and Desert- Egypt). Describe geographical similarities and differences through the study of the human and physical geography of the local area. Ask and answer geographical questions about the human and 	<ul style="list-style-type: none"> Understand human and physical geographical similarities and differences through the study of a region (in Spain/France) Compare this region (in Spain/France) with parts of the UK and be able to describe how they are different. Ask and answer questions about the human and physical characteristics of a European location (New Forest) 	<ul style="list-style-type: none"> Describe the key aspects of volcanoes and earthquakes Name and describe key aspects of mountains Identify the key environmental regions, key physical and human characteristics and major cities of some North American countries Identify and describe how certain physical features affect the human activity within a location Identify the distribution of natural resources including energy, food 	<ul style="list-style-type: none"> Describe the key human aspects of the area of study to include settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies (Brazil). Understand biomes and vegetation belts (through South America). Study the similarities and differences in human and physical geography of a region of South America. Identify and describe how the physical

	<p>physical characteristics of the local area.</p> <ul style="list-style-type: none"> Describe how the locality of the school has changed over time. Name and describe the key aspects of the water cycle. 	<ul style="list-style-type: none"> Explain (with reasons) personal views about an area of study. Describe and understand the key aspects of rivers 	<p>minerals and water of a named region</p> <ul style="list-style-type: none"> Describe how countries and geographical regions are interconnected and interdependent Describe the key human aspects of the area of study to include settlements and land use, economic activity including trade links 	<p>features affect the human activity within this location and how they have changed over time (Brazil).</p>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use 4 points of a compass and basic introduction to grid references (A, 4) with a focus on the UK. Use maps, atlases, globes, to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans (mapping Christchurch). Create maps of locations identifying patterns such as climate zones. 	<ul style="list-style-type: none"> Use 8 points of a compass. Use 4 figure grid references and symbols and keys on maps for the UK and Europe (New Forest). Use maps, atlases and digital computer mapping to locate countries and describe features. Use given data to plot a graph to compare specific locations (e.g. average temperature/rainfall) and be able to describe what is shown (Spain). Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in a range of ways- New Forest 	<ul style="list-style-type: none"> Use 6 figure grid references and symbols and keys on maps for the UK and the wider world Use a range of geographical resources (maps, atlases, Google Earth) to give detailed descriptions and opinions of the features of a location in North America. Create maps and/or graphs of locations identifying patterns such as: land use, climate zones, population densities, height of land. (describe and explain) 	<ul style="list-style-type: none"> Use 8 points of a compass. Use 6 figure grid references and symbols and keys on maps for the UK and the wider world (be able to apply these in a 'real life' situation) Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location (Local Dorset study). Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Record the results in a range of ways Collect and analyse statistics and other information in order to draw clear conclusions about locations Create maps/graphs of locations identifying patterns such as: land use, climate zones,

				population densities, height of land (Brazil).
Key Vocabulary (not including Reach) To be updated	Building on from KS1: Compass point Grid reference Aerial view/bird's eye view Continent Country County City Town Village Equator Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle Climate Climate zone Human feature Physical feature Settlement Rainfall Precipitation Condensation Transpiration Run off Water cycle Evaporation	In addition to the Year 3 vocabulary: Landscape National International European Landmark Time zone Temperature topography fieldwork	In addition to the Year 4 vocabulary: Latitude Longitude Tropic of Cancer Tropic of Capricorn Earthquake Tectonic plate Volcano Eruption Ring of Fire Population density Land use Active, dormant and extinct Crater Magma Lava Mantle Core Crust Vent mountain ravine avalanche ridge range summit peak Natural resource Interdependence Interconnection Import Export Trade (trade links)	In addition to the Year 5 vocabulary: Prime (Greenwich) Meridian Biome Vegetation belt statistics Globalisation Energy Resources Renewable Non-renewable Tourism Stake holder