

JESSE GRAY - Geography Curriculum - Key Stage 1 and 2 Skills Progression – February 2019

KEY STAGE 1 - GEOGRAPHY SUBJECT CONTENT:

- To develop knowledge about the world, the United Kingdom and their locality.
- To understand basic subject-specific vocabulary relating to human and physical geography
- To begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork
Year One:				
AUTUMN: What is the geography of where I live?	Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe.	Develop an understanding of pupils' local area. Understand and observe land-use in the local area Use basic geographical vocabulary.	Use basic geographical vocabulary to refer to key physical and human features. Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments.	Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area.
SPRING: Why do we love being beside the seaside so much?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Describe the features of their own immediate environment and how environments might vary from one another.	Identify and describe the main physical and human features of seaside environments; Use basic geographical vocabulary to refer to key physical and human features. Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.	Use simple fieldwork and observational skills to study key human and physical features of environments.
SUMMER: How does the weather affect our lives?	Name and locate the world's seven continents and five oceans. Observe and offer reasons for the distribution of hot and cold places in the world	Develop an understanding of pupils' local area.	Identify daily and seasonal weather patterns in the United Kingdom 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 and human features.	Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices.

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Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork
Year Two:				
AUTUMN Why don't penguins need to fly?	Name and locate the world's seven continents and five oceans.	Identify, recognise and describe the key geographical features of the Sahara Desert Explain why Antarctica is a desert despite being the coldest place on Earth.	Identify daily and seasonal weather patterns in the United Kingdom 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 and human features.	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
SPRING Why does it matter where our food comes from?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	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 contrasting non-European country.	Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities.	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
SUMMER How does Kampong Ayer compare with where I live?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	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 contrasting non-European country.	Identify daily and seasonal weather patterns in the United Kingdom 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 and human geographical features.	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.

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KEY STAGE 2 - GEOGRAPHY SUBJECT CONTENT:

- To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork
Year Three:				
AUTUMN Why do some earthquakes cause more damage than others?	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Use maps, atlases, globes and digital/computer mapping Interpret map symbols and keys.
SPRING Beyond the Magic Kingdom: What is the Sunshine State really like?	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Use maps, atlases, globes and digital/computer mapping Interpret map symbols and keys.
SUMMER Why do so many people live in Megacities?	Name and locate counties and cities of the United Kingdom. Recognise and locate the largest cities in South America.	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Understand and give the main reasons why the population of any city can increase.	Use maps, atlases, globes and digital/computer mapping Interpret map symbols and keys.

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Year Four:				
AUTUMN How and why is my local environment changing?	Study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual.	Describe and understand Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
SPRING How can we live more sustainably?	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Describe and understand Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing.	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
SUMMER Why are jungles so wet and deserts so dry?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Observe, describe and explain in basic terms the pattern of climate in the United Kingdom.	Identify, describe and begin to offer reasons for the distribution of different types of climate around the world Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.	Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements.

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Year Five:				
AUTUMN How do volcanoes effect the lives of people on Hiemaey?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.	Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular.	Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution.	Use maps, atlases, globes and digital/computer mapping Interpret map symbols and Keys.
SPRING Why are mountains so important?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Describe and show an understanding of the biomes and vegetation belts of the key places I study. Describe and show an understanding of the water cycle, thinking about the link to the key places I study.	Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world. Read the four and six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.
SUMMER What is a river?	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	Locate the world's countries, using maps to focus on Europe.	Identify and describe how physical features of rivers change from source to mouth. Describe the components of the hydrological or water cycle and explain the important role that rivers play.	Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river.

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Year Six:				
AUTUMN How is climate change affecting the world?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Identify the position and significance of latitude, longitude and the Equator.	Name and locate counties and cities of the United Kingdom.	Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places. Reach a personal judgement about the implications of changing weather patterns on the people of Greenland.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
SPRING Why is fair trade fair?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Locate and study aspects of St. Lucia in relation to the learning enquiry.	Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Interpret maps and photographs in context of the enquiry Study and extract data from graphs and charts.
SUMMER Who are Britain's National Parks for?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.	Name and locate counties and cities of the United Kingdom. Identify, locate, describe and explain the distribution of the 15 National Parks in the UK.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.