Geography Curriculum Intent – Progression in Skills

Geography - Primary Curriculum					
Subject Intent Statement: Our aim is to provoke and provide answers to questions about the physical and human aspects of the world. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We aim to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. We seek to inspire in pupils a curiosity and fascination about the world and its people; to promote the pupils' interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Key knowledge Introduce the names and location of the world's seven continents and oceans Recognise a map of the United Kingdom and with help 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 studied in Year 1 Identify seasonal and daily weather patterns in the United Kingdom using practical activities within their local environment With help locate hot and cold areas of the world	**Key Knowledge** Independently name and locate the world's seven continents and five oceans Independently 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 studied in Year 2 Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world in relation to the equator and the north and south poles.	**Key Knowledge:** **Place knowledge –** 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 Introduce the concepts of physical and human geography, climate zones, biomes and vegetation belts, Introduce lines of latitude, Equator, Tropics, Arctic and Antarctic circles	**Key Knowledge:** **Place knowledge –** Understand geographical similarities and differences through the study of **human and physical geography** of a region of the United Kingdom and a region in a European country. **Physical and human geography:** Understand the meanings of the words human and physical. climate zones, biomes and vegetation belts**,** and the water cycle. Introduce lines of latitude – Equator, Tropics, Arctic and Antarctic Circles. Relate these to human impact on these environments Introduce mountains, volcanoes and earthquakes,	**Key Knowledge:** **Place knowledge –** 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 Understand the meanings of the words human and physical and apply these to the topics they study 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). **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. Understand geographical similarities and differences through the study of **human and physical** geography of a region of the United Kingdom and a region in a North or South America.	**Key Knowledge:** 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). Revisit biomes and investigate the impact of human activity on the different biomes Rivers/Coasts (included flooding) and land-use patterns; and understand how some of these aspects have changed over time **Physical geography:** water cycle. **Human geography:** impact of flooding, development of land use and change over time
Key Skills Observation, describing places **Geographical skills and fieldwork** Introduce and explore what they can identify in aerial photographs Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries,	**Key Skills** Observation describing places, using geographical vocabulary in context **Geographical skills and fieldwork** 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	**Key Skills:** Observation, describing places, describe/begin to explain geographical processes, giving views, group work. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to	**Key Skills:** Observation, describing places, describe/begin to explain geographical processes, giving views, group work. **Geographical skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping to locate	**Key Skills:** Observation, describing places, describe/begin to explain geographical processes, giving views, group work. **Geographical skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping to locate	**Key Skills:** Observation, describing places, describe/begin to explain geographical processes, giving views, group work. **Geographical skills and fieldwork** - Use atlases, globes and digital/computer mapping to locate

continents and oceans studied at this key stage Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use simple field work and observational skills to study their local environment.	Use simple compass directions and locational and directional language 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Independently use basic geographical vocabulary introduced in year 1 to describe human and physical features of contrasting places.	locate countries and describe features studied Use the key features of maps, OS symbols, key, compass points to create simple sketch maps and give directions	countries and describe features studied Use the eight points of a compass, four and six-figure grid references, four figure at both), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.	countries and describe features studied Use the eight points of a compass, four and six-figure grid references, four figure at both), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.	countries and describe features studied 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.
Key Vocabulary Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. North, south, east, west Aerial photograph, map, atlas, globe	**Key Vocabulary** Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop North, south, east, west, north/east north/west, south/east, south/west Aerial photograph, map, atlas, globe	**Key Vocabulary:** **From KS1:** key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. **KS2:** Atlas, latitude, longitude, biome, equator, tropics, Antarctic and Arctic Circles population, river, coast, hills, mountains	**Key Vocabulary:** Compass Rose, grid references, physical & human Geography, biome, ecosystem, Amazon, tourism, rainforest, desert, tundra, grasslands, woodland, precipitation, deforestation, habitat, rainfall, earthquake, volcano, plate boundary, eruption, magma, lava, core, mantle, crust, ash cloud, evacuation, magnitude	**Key Vocabulary:** Brownfield site, catchment, favela, industrial, rural, urban/urbanisation, function, mega-city, hierarchy, regeneration, renewables, site, situation, suburb, sustainable, scale, grid references, map symbols,	**Key Vocabulary:** Floods, cholera, Boscastle, confluence, deforestation, afforestation, cyclone, engineering, precipitation, transpiration, evaporation, condensation, monsoon, permeable/impermeable, runoff, saturated, urbanisation, floodplain, delta, erosion, stack, cave, gorge, meander, tributary, mouth, source, oxbow lake, transportation, energy, non-renewable, renewable, headland, longshore drift, abrasion, hydraulic action, nourishment, coastal management, landslide, biome, ecosystem, Amazon, rainforest, desert, tundra, grasslands, deforestation, habitat