

Skills Progression Map: Geography

	Y3	Y4	Y5	Y6
Locational Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. Explain own views about locations of the United Kingdom, giving reasons. ii. Ask and answer geographical questions about the physical and human characteristics of a location. iii. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. Identify the location and features of a local river. ii. 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). iii. Name the different environmental regions across the world. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. On a world map, locate some countries in Europe (including the location of Russia), Africa, South America and Australasia / Oceania and Antarctica. Locate Greece and its position within Europe. ii. Identify the main environmental regions of the countries studied, key physical and human characteristics and some major cities. iii. 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) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To locate the Lake District, the Tetra mountains in Poland, the Caribbean and Jamaica. ii. To investigate the location and pattern of settlements.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography Skills and Fieldwork</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ii. Investigate what the area is like just beyond the school, and look at maps of an area beyond our region. (eg Keswick/ Vindolanda/ Skara Brae) iii. Use fieldwork to observe, measure record and present the human and physical features in the local area. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> iv. Begin to independently use maps, atlases, globes and digital/computer mapping to locate some countries studied and describe features of them. v. Learn about and begin to use the 8 points of a compass and 4 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. vi. 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. (Rivers) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> iv. Mainly independently, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. v. 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. (Applied in <i>Orienteering</i>) vi. Analyse data to gain insight into locational characteristics (e.g. population density of continents) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> iii. Independently, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. iv. Revisit using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) <i>Orienteering</i> v. Analyse statistics to gain insight into locational characteristics (e.g. tourism and natural resources of settlements)
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Environmental: Physical and human geography</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. Identify geographical regions by physical and human landmarks of Scotland, England, Wales and Northern Ireland. ii. Describe how the locality of the school has changed over time. iii. Describe geographical similarities and differences between 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. Explain how the water cycle works and factors that influence it. ii. Describe and understand key aspects of physical geography, including climate zones. iii. Describe and understand key aspects of human geography, including types of settlement and land use. (Rivers) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To compare the human and physical characteristics that define Europe, North and South America ii. Understand the significance and impact of climate zones, biomes and vegetation belts for a location. iii. Identify and describe how the physical features affect

	<p>countries of the United Kingdom.</p>		<p>the human activity within a location.</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Compass and Map Work</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To know the eight points on a compass. ii. To investigate and discuss Ordnance Survey maps. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To use lines of latitude and longitude to find locations around the world. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To find exact locations using 4 and 6 figure grid references. ii. To navigate outdoor orienteering courses. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To revisit 4 and 6 figure grid references and how we use them. ii. To navigate indoor and outdoor orienteering courses. iii. To plan and create an orienteering course.