

Terling Church of England Primary School
Progression of Skills and Knowledge for Geography

Flourish and shine in all that we do
“Those who are wise will shine like the brightness of heavens”
Daniel 12:3

Geography Intent

At Terling CE Primary School, we intend for our children to gain:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representation of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

Progression of Skills and Knowledge for Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 1	All about me	Wonderful me I need a hero Around the world in 63 days		Stone age to Iron age Magic and mayhem Tour of Terling		Wings Eureka! Myans Macbeth Tremendous Terling	
Cycle 2		Marvellous me Frozen Kingdom Travel and Transport Times through Terling		Awesome Egyptians Swords and Sandals Tudors		Ancient Greeks Out of the world The Vikings	
Locational knowledge	<ul style="list-style-type: none"> - Draw information from a simple map - Recognise similarities between life in our country and life in other countries - Explore the natural world around them - Describe what they see, feel and hear while outside - Recognise some environments which are different from the one in which they live - Understand the effect of changing seasons on the natural world around them <p>Understanding the World <u>People Culture and Communities ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, 	<ul style="list-style-type: none"> - Name and locate the four countries making up the United Kingdom, and their capital cities - Name the surrounding seas of the United Kingdom - Discuss the main features of each of the four countries that make up the United Kingdom 	<ul style="list-style-type: none"> - Locate and name the 7 continents on a world map - Locate and label the 5 oceans - Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas 	<ul style="list-style-type: none"> - Revise on world map: <ul style="list-style-type: none"> • Continents • UK 4 countries and characteristics • UK capital cities • Seas surrounding the UK • 5 oceans • Cities of the UK - Locate and name countries of the UK - Locate geographical regions (temperate, tropical and subtropical zones) - Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns - Explain how some of these aspects have changed over time - Name and locate some countries of Europe or the wider world - Share my own views about locations 	<ul style="list-style-type: none"> - Recap year 3 <ul style="list-style-type: none"> • Locate counties and cities in UK • Name and locate countries of Europe • Locate the location of France, Germany, Russia, UK, Italy in comparison to other countries - Name and locate <ul style="list-style-type: none"> • Equator • Northern Hemisphere • Southern Hemisphere • the Tropics of Cancer and Capricorn • Arctic and Antarctic Circles • Date and time zone - Recap and locate geographical regions (temperate, tropical and subtropical zones) - Identify their human and physical characteristics, including hills, 	<ul style="list-style-type: none"> - Recap year 4 <ul style="list-style-type: none"> • Locate some countries and cities in the world and environmental regions - Name and locate countries of North America - Identify the position and significance of: <ul style="list-style-type: none"> • Longitude and latitude • Equator • Northern and Southern Hemisphere • Tropics of Cancer and Capricorn • Arctic and Antarctic circle • The prime/ Greenwich Meridian and times zones (including day and night) - Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these 	<ul style="list-style-type: none"> - Locate some countries and cities in the world and environmental regions - Name and locate countries of South America - Identify the position and significance of: <ul style="list-style-type: none"> • Longitude and latitude • Equator • Northern and Southern Hemisphere • Tropics of Cancer and Capricorn • Arctic and Antarctic circle • The prime/ Greenwich Meridian and times zones (including day and night) - Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these

Progression of Skills and Knowledge for Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	non-fiction texts, and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class				mountains, cities, rivers, key topographical features and land-use patterns - Explain how some of these aspects have changed over time	aspects have changed over time	aspects have changed over time
Place knowledge	• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	- Recognise similarities and differences between Tuktoyatuk and Terling - Talk about people and places with my local environment and compare to that beyond my local environment - Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area	- Compare a local city/ town in England (Chelmsford) with a contrasting city in a different country (Canada) - Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area and compare/ contrast to polar regions	- Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? - Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles - Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences - Physical geography: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather - Human geography: City, town, village, factory, farm, house, office, port, harbour and shop. - Weather, climate and physical events - Identify hot and cold areas of the world in relation to the Equator and the	- Compare geographical regions and their identifying human and physical characteristics - Explain how some of these aspects have changed over time - Identify the main physical and human characteristics of the countries of Europe and some regions of the world - Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones - Describe geographical similarities and differences between countries - Describe how the locality of the school has changed over time	- Understand some of the reasons for geographical similarities and differences between countries - Explain how locations around the world are changing and explain some of the reasons for change - Begin to understand and explain geographical diversity across the world	- Explain and discuss a range of reasons for geographical similarities and differences between countries - Explain how locations around the world are changing and explain some of the reasons for change - Describe geographical diversity across the world

Progression of Skills and Knowledge for Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				North and south poles Polar regions, Antarctica and deserts.			
Human and physical geography		<ul style="list-style-type: none"> - Compare and contrast the human and physical features of 2 localities, including how the use of land differs in each locality - Identify land use around the school/ local community - Physical: beach, coast, forest, hill, mountain, sea, river, weather - Human: city, town, village, house, shop - Identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> - Ask and answer geographical questions such as: What is this place back? What or who will I see in this places? What do people do in this place? - Talk about the hot and cold parts of the world, discussing in relating to the North/ South Poles and Equator - Compare and contrast the human and physical features of a British locality with a non-European locality including land use and differences - Physical: beach, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, seasons, weather - Human: city, town, village, factory, farm, house, office, port, harbour, shop - Explore famous landmarks in the UK - Weather, climate and physical events - Identify hot and cold areas of the world in relation to the equator and the north and south 	<ul style="list-style-type: none"> - Ask and answer geographical questions about the physical and human characteristics of a location Physical geography: <ul style="list-style-type: none"> - Describe key aspects and compare physical geography in the UK and an area in a European country (Italy) • climate zones • rivers • mountainous areas- Mount Vesuvius • weather and season • landscape • habitats and animal species Human geography: <ul style="list-style-type: none"> - Describe key aspects and compare human geography in the UK and an area in a European country (Italy) • settlements • land use of UK and area in Italy • population • culture • economy • supply of food • trade links - Weather, climate and physical events - Investigate different types of extreme weather and how this 	<ul style="list-style-type: none"> - Ask and answer geographical questions about the physical and human characteristics of a location Physical geography: <ul style="list-style-type: none"> - Describe key aspects of physical geography • biomes • rivers • mountainous areas • volcanoes and earthquakes (Mount Vesuvius/ Italian ski resort) • landscapes • weather and season Human geography: <ul style="list-style-type: none"> - Describe key aspects and compare human geography in the UK and an area in a European country (Italy) • settlements • land use • population • culture • economy • supply of food and its trade - Weather, climate and physical events - volcanoes 	<ul style="list-style-type: none"> - Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations - Begin to understand and explain how countries and geographical regions are interconnected and interdependent - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time Physical geography: <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography - Describe and understand key aspects of physical geography • climate zones • biomes - rainforest • vegetation belts • rivers • mountains • earthquakes (Japan) • water cycle • volcanoes - Identify and locate physical characteristics of South and central America 	<ul style="list-style-type: none"> - Collect and analyse statistics and other information in order to draw clear conclusions about locations - Explain how countries and geographical regions are interconnected and interdependent - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time Physical geography: <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography • climate zones • biomes - rainforest • vegetation belts • rivers • mountains • earthquakes (Japan) • water cycle • volcanoes - Identify and locate physical characteristics of:

Progression of Skills and Knowledge for Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			poles, Polar regions, Antarctica and deserts	can affect both rural and urban areas		- Begin to identify and describe how the physical features affect the human activity within a location Human geography: <ul style="list-style-type: none"> • types of settlement • land use • economic activity (including trade links) • distribution of energy, minerals, food and water • Identify and locate human characterises of South and central America - Weather, climate and physical events - Distribution of natural resources such as water-rivers and the water cycle	North and South America - Identify how the physical features affect human activity in a location Human geography: <ul style="list-style-type: none"> • types of settlement • land use • economic activity (including trade links) • distribution of energy, minerals, food and water • tourism • energy issues and connections • identify and locate human characteristics of North and South America - Weather, climate and physical events - Investigating biomes across the world- linking this to physical climate and how it has created the different types of habitats
Skills and field work		- Use directional language to describe the location of features and routes on a map (near, far, left and right) - Use simple fieldwork to observe, measure and record the human and physical features from the school grounds and	- Revise directional language to describe the location of features and routes on a map (near, far, left and right) - Use simple compass directions (North, South, East, West) - Use fieldwork to observe, measure	- Directions - 8-point compass - 2 figure grid reference - Find a location in your local town-sketch maps, plans, graphs or take photographs of the area and label the physical and human features.	- Directions - 8-point compass - 4 figure grid references, symbols and keys to communicate knowledge of the UK and wider world (including Terling) - Fieldwork - Understand the habits of the local community by	Directions 8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world Fieldwork	Directions 8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? Fieldwork

Progression of Skills and Knowledge for Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>the surrounding area</p> <ul style="list-style-type: none"> - Look at reasons for sunny and shaded places around school. <p><i>Map skills:</i></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and Google Earth to locate countries and cities - Follow maps around the school and local area - Use a map to identify places in the UK - Use aerial images to recognise landmarks and basic physical features - Use a simple key to recognise physical and human features on a map - Create a simple map of my local environment 	<p>and record human and physical features in the local area</p> <p><i>Map skills:</i></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and Google Earth to locate countries and cities - Use aerial images and plan perspectives to recognise landmarks and basic physical geography - Devise a simple map and construct basic symbols in a key 	<p>Example: an area of a park that contains footpaths, pond etc</p> <p><i>Map skills:</i></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied - Create maps of locations identifying some features using a key - Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world - Use a physical map of the UK to locate main rivers and mountains 	<p>conducting questionnaires</p> <ul style="list-style-type: none"> - Present findings and identify trends - Sketch maps, plan graphs and take photographs <p><i>Map skills:</i></p> <ul style="list-style-type: none"> - Use maps, atlases and digital/computer mapping to locate countries and describe features (recapping year 3) - Use historical maps to identify how towns and cities have changed their land use over time (Digi maps) - Create maps of locations identifying some features using a key 	<ul style="list-style-type: none"> - Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from walking around the local area - Record the results in different ways <p><i>Map skills:</i></p> <ul style="list-style-type: none"> - Use maps, atlases and digital/computer mapping to locate countries and describe features (recapping year 4) - Use a few geographical resources to give descriptions and opinions of the characteristics of a location - Use maps to identify how coasts and rivers change the land over time - Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map) 	<ul style="list-style-type: none"> - Traffic Survey- sustainable transport, global issue - Use fieldwork to observe, measure and record and present results in a range of ways - Use different types of field work (random and systematic) <p><i>Map skills:</i></p> <ul style="list-style-type: none"> - Use maps, atlases and digital/computer mapping to locate countries and describe features (recapping year 5) - Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location - Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps- as in London’s tube) - Create maps of locations identifying patterns such as : land use, climate zones, population densities and height of land.

Progression of Skills and Knowledge for Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						- Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land	