


Saint Michael and saint John's Primary School Geography progression of knowledge and skills.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational and Place knowledge</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the 4 countries of the United Kingdom.</p>	<p>Name and locate significant places in their locality, the UK and wider world.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics-Scotland.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. (Europe)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, (clitheroe) a region in a European country,</p> <p>Using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical</p>	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events .</p> <p>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</p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>Using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate key topographical features of the UK (hills and mountains) and land-use patterns; and understand how</p>

				<p>and human characteristics, countries, and major cities</p> <p>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>	<p>have changed over time</p> <p>Using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>some of these aspects have changed over time.</p>
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		<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			<p>To describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts and rivers.</p>	
<p>Geographical Skills: Enquiry and Investigation</p>	<p>Ask and answer simple geographical questions such as 'where?', 'what?', and 'who?' questions about the world and their environment Recognise differences between their own and others' lives.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Describe places and features using simple geographical vocabulary. Ask and answer questions 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description.</p> <p>Recognise differences between their own and others' lives.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues.</p>

		<p>Make observations about features that give places their character. (Clitheroe and contrasting Non European country)</p>				
<p>Geographical Skills: Fieldwork</p>	<p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Identify seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p> <p>use simple compass directions (North, South, East and West)</p> <p>use aerial photographs and plan perspectives to</p>	<p>Observe, record, and name geographical features in their local environments/ Scotland.</p> <p>use maps, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Observe, record, and explain physical and human features of the environment.</p> <p>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>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p>

	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>recognise landmarks and basic human and physical features of Clitheroe (the environment surrounding the school. devise a simple map; and use and construct basic symbols in a key</p>	<p>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.</p>			
<p>Geographical Skills: Interpret a Range of Sources of Geographical Information</p>	<p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Know that symbols mean something on maps.</p>	<p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes.</p>	<p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p>	<p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>	<p>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>	<p>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> <p>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>

<p>Geographical Skills: Communicate Geographical Information</p>	<p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p>	<p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of sketch maps, plans, graphs and presentations including ICT.</p> <p>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p> <p>Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p> <p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p> <p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p>
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<p>Field work</p>	<p>Investigating the school grounds. Identifying photos to location. Use a camera to record geographical features.</p> <p>Senses map of the school ground.</p> <p>Creating poetry about areas within the school grounds, using chalk, decorating trees and buildings using words.</p> <p>Art on show- using materials found around school.</p>	<p>Fieldwork- exploring the castle grounds using a camera to record geographical features.</p> <p>Bin hunt linked to Recycling.</p> <p>In five- Choose five words to describe Clitheroe.</p> <p>Litter art.</p> <p>Basic compass directions.</p>	<p>Fieldwork- Compass skills and reading maps.</p> <p>Salthill quarry- fossils and QR codes.</p> <p>Buddy blindfold- finding hazards.</p>	<p>Rivers fieldwork. River Ribble, streams.</p> <p>Imagine you are a raindrop, what do you do when you hit the floor- dance.</p> <p>Building river channels/ investigating water on different surfaces.</p>	<p>Visit to a local forest- Link to Amazon.</p> <p>Make rubbings, collecting things, taking pictures, creating poetry/ words for picture taken.</p> <p>Sound map.</p>	<p>Visit to new housing developments in Clitheroe.</p> <p>Investigating a changing landscape- reasons improved/ destroyed.</p> <p>Geocaching</p>
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<p>Vocab</p>	<p>Seasons, Autumn, Spring, Summer, Winter. United Kingdom, equator, continent, world, near, far, left and right. Sea, ocean, soil, house, shop, town, map.</p>	<p>Clitheroe, castle, streets, route, symbols, map, Key, compass, North, South, East and West. Recycle, reduce, reuse, waste, pollution, natural, manmade, physical, Autumn, Spring, Summer, Winter. United Kingdom, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Ireland, Dublin, North sea, River Ribble, atlas. 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</p>	<p>Os, symbol, grid references, compass, North, west, South and East, lava, eruption, summit, mantle, rock, magma, pressure, crater, igneous, mountain, earthquake, debris. Physical, human,</p>	<p>River bank, stream, reservoir, tributaries, flood plan, erosion, estuary, irrigation, dam, bed, pollution, evaporation, transpiration, precipitation, ocean, mountain, condensation, collection, atmosphere, river, stream. 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). Physical, human</p>	<p>Indigenous, natural, biome, tropic of Capricorn, tropic of cancer, climate, deforestation, canopy, layers, amazon, river, habitat, vegetation, understory, emergent layer, biodiversity, destroy, rainforest, loggers. Settlement, land use, economic activity, trade, and the distribution, natural resources, energy, food, minerals and water. Physical and human</p>	<p>Physical and human, land shape, contours, slopes, scales, satellite, weather patterns, continents, oceans, country, world, thematic map, population, river, islands, biomes, vegetation belt, climate, tourism, disease, famine, natural disasters, latitude, longitude, Equator, Northern Hemisphere, southern hemisphere, tropic of Cancer, tropic of Capricorn, Arctic, Antarctic circle, Prime, Greenwich, meridian time zones, scales, deciduous forest.</p>
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Maps

KS1



CRESS WORLD MAP TUFF SPOT

KS2



Salt Dough Landforms

Manualidades con mishijas

The State of Texas