



Geography –Progression of Knowledge and Skills

Sticky Knowledge

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge (Skills)	Skills						
	<p>Identify land and water on a map or globe.</p> <p>Make observations of places within stories and in the school grounds.</p> <p>To explore topic related vocabulary e.g. hill, beach, road, building, house, river, lake, sea.</p>	<p>Name and locate two of the world's seven continents on the map (Europe and Asia) and show on a map the continent in which we live.</p> <p>Name and locate two of the world's oceans on a world map- Atlantic and Pacific</p> <p>Name and locate on a map the four countries of the United Kingdom. To know that we live in the United Kingdom and we sometimes call it the UK.</p> <p>To name the country we live in and show England on a map and locate London and Highcliffe</p> <p>Locate where we are in relation to London e.g above the Isle of Wight, next to The New Forest</p>	<p>Name and locate all seven continents on a map.</p> <p>Name and locate all five oceans on a world map.</p> <p>Name and locate on a map the UK's four surrounding bodies of water. Show on a map the ocean closest to our continent (Atlantic).</p> <p>To know that the UK is an island surrounded by water, shown as blue on a map</p> <p>Name and locate the four capital cities of the UK and identify characteristics (human and physical) of those cities.</p> <p>Locate Highcliffe on the map in relation to London. Know that Highcliffe is a coastal town, compared to London as a city.</p>	<p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Describe how Highcliffe/ Christchurch has changed over time- physical and human features e.g. the airfields around Mudeford, the change in the coast, change of land use.</p> <p>Locate local cities to Highcliffe and identify their key human and physical features- Salisbury, Southampton, Winchester, Portsmouth and Bristol</p> <p>Name the world's different climate zones (equatorial, tropical, hot desert, temperate and polar)</p> <p>Identify and locate the Northern and Southern Hemispheres and explain how they shape our seasons.</p> <p>Identify the position of the Arctic and Antarctic Circle.</p> <p>Locate the world's most significant mountain ranges on a world map and identify any patterns.</p> <p>Locate where the world's volcanoes are on a world map and identify the 'Ring of Fire'.</p>	<p>Locate some counties in the UK- Dorset, Devon, Somerset, Hampshire, Wiltshire</p> <p>Locate Europe and North and South America on a map and locate some of their countries and cities- Russia, France, Brazil, Peru, USA</p> <p>Locate some key human and physical features of countries studied.</p> <p>Find the position of the Equator and describe how it impacts our environmental regions.</p> <p>Find lines of longitude and latitude and discuss their meaning.</p> <p>Identify the position of the Tropics of Cancer and Capricorn.</p> <p>Locate some of the world's most significant rivers- Amazon, Danube, Nile, Yangtze</p>	<p>Locate more countries within Europe and North and South America, along with their cities</p> <p>Identify significant environmental regions on a map. Locate some key human and physical features of countries studied- The Alps</p> <p>Revisit the five oceans- name and locate them on a world map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts- desert and desert scrub.</p>	<p>Confidently locate the twelve geographical regions of the UK and identify key human and physical features.</p> <p>Locating many counties in the UK</p> <p>Explain how Christchurch (including Highcliffe) has changed over time- examples of human and physical features. To understand how land use changes over time.</p> <p>Identify the location of the Prime/Greenwich Meridian and time zones.</p> <p>To Use longitude and latitude when referencing location.</p>

		Knowledge						
Location Knowledge (Knowledge)		<p>To know the name of the school and the place where they live.</p>	<p>To know that continents are made up of a group of countries and that we live on the continent of Europe.</p> <p>To know that an ocean is a large body of water.</p> <p>To know that the UK is short for United Kingdom and is made up of four countries.</p> <p>To know that a country is a land or nation with its own government.</p>	<p>To know there are seven continents and that we are in Europe</p> <p>To name the seven continents and five oceans of the world.</p> <p>To know the four bodies of water surrounding the UK.</p> <p>To know that a sea is a body of water, smaller than an ocean.</p> <p>To know the four capital cities of the UK</p> <p>To know that a capital city is where the government is located.</p>	<p>To know some types of settlement- villages, towns, cities.</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know that the hemispheres are 'halves' and have opposing seasons and day/night.</p> <p>To know the Arctic and Antarctic Circles have invisible boundaries and to recognise their day/night pattern.</p>	<p>To know the world's biomes and to know that biomes are areas of the world with similar climates, vegetation and animals.</p> <p>To know vegetation belts are areas with similar plant species.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know the Equator is a line of latitude signifying the hottest places on earth and splitting our globe into two hemispheres. To know that lines of latitude signify distance from the Equator.</p>	<p>To know the names of many countries of North and South America and Europe and their cities- Canada, Columbia, Mexico, Germany, Switzerland, Austria Spain, Poland, and Ukraine.</p> <p>To name and describe some of the world's vegetation belts- ice cape, tundra, coniferous and deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).</p>	<p>Locating many cities in the UK- Oxford, Manchester, Liverpool, Glasgow and Exeter.</p> <p>To know that London and the South East have the largest population in the UK.</p> <p>To know the Prime/ Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p>
		Skills						
Place knowledge Skills and Knowledge		<p>Discuss how environments in stories differ to our own.</p>	<p>Name some key similarities and differences between Highcliffe/Christchurch and Shanghai (non-European)</p>	<p>Describe and begin to explain some key similarities and differences between Highcliffe/Christchurch and Kenya</p> <p>Compare the physical features within a cold and hot place.</p>	<p>Describe and begin to explain similarities and differences between two regions studied- Italy (Mount Etna) and Antarctica</p> <p>Describe how and why humans have responded in different ways to their local environments.</p> <p>Explain what measures people have put into place to adapt to survive in cold places.</p>	<p>Describe and begin to explain similarities and differences between two regions studied- Amazon</p> <p>Discuss how climates have an impact on trade, land use and settlement.</p> <p>Describe how people living in the Amazon have different lives to people in the UK.</p>	<p>Describe and explain similarities and differences between two environmental regions studied- mountain range (forests) and desert. Mojave desert</p> <p>Explain how and why humans have adapted to their local environment in two contrasting regions.</p> <p>Explain how humans have used desert environments.</p>	<p>Understanding how climates impact on trade, land use and settlement.</p> <p>Using maps to explore wider global trading routes.</p>
		Skills						

	<p>To know that places in this country differ from one another.</p> <p>To know some differences between our country and another country</p>	<p>To know that life here is often different to other places in the world, but there will also be some similarities.</p>	<p>To know some similarities and differences between Highcliffe/Christchurch and a non-European country.</p>	<p>To know the negative and positive impacts of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community and how a community can respond to an earthquake.</p>		<p>To know some similarities and differences between the UK and a European mountain range- The Alps</p> <p>To know why tourist visit mountain ranges.</p>	
Human and physical geography Skills and Knowledge	<p>Observing weather across the four seasons.</p> <p>Begin to use the name of the seasons in the correct context.</p> <p>Observe features and characteristics of place in stories and the school grounds.</p>	<p>Describe how the weather changes within each season.</p> <p>Describe the daily weather patterns in Highcliffe.</p> <p>Confidently use the terms 'season' and 'weather'</p> <p>Recognise some key physical and human features in the local area- e.g. beach, Wingfields, Nasih, school, church, roads etc.</p>	<p>Locate some hot and cold areas of the world on a map.</p> <p>Locate the Equator and North and South poles</p> <p>Locate hot and cold areas in relation to the Equator and North and South poles.</p> <p>Describe features of the coast using specific vocabulary.</p> <p>Describe the key human features of Highcliffe as a coastal town.</p> <p>Describe and understand the differences between a city, town and village.</p>	<p>Describe how physical features are formed (mountains) and why volcanoes and earthquakes occur.</p> <p>Describe where volcanoes and earthquakes and mountains are located globally.</p> <p>Describe how physical features have an impact upon the surrounding landscape and communities</p> <p>Describe and understand types of settlement and land use.</p> <p>Explain why different locations have different human and physical features</p> <p>Explain why people may choose to live in a rural or an urban area</p> <p>Describe how humans can impact the environment both positively and negatively.</p>	<p>Map and label the seven biomes on a world map.</p> <p>Understand some of the causes of climate change.</p> <p>Describe how physical features are formed- rivers.</p> <p>Describe how physical features have an impact upon the surrounding landscape and communities</p> <p>Describe how humans use water in a variety of ways.</p>	<p>Describe and understand the key aspects of the six biomes.</p> <p>Describe and understand the key aspects of the six climate zones.</p> <p>Describe and understand the key aspects and distribution of vegetation belts in relation to the six biomes, climate and weather.</p> <p>Understand the impacts and causes of climate change.</p>	<p>Describe and understand economic activity including trade links.</p> <p>Suggest reasons why global population has grown significantly in the last 70 years.</p> <p>Describe the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understand the distribution of natural resources both globally and within a specific location.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describe how humans can impact the environment both positively and negatively.</p> <p>Understand the impacts and causes of climate change.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p>

	<p>To know the terms Spring, Summer, Autumn, Winter</p> <p>To know that each season has associated weather</p> <p>To use key human and physical vocabulary e.g. building, hill, road, sea etc.</p>	<p>To know the four seasons</p> <p>To know that 'weather' refers to the conditions outside at a given time and that the weather will differ by place at any given time.</p> <p>To know that weather can be measured and recorded and predicted (forecast)</p> <p>To know that physical features occur naturally and human features are man-made.</p>	<p>To know the Equator is an imaginary line and it is the hottest place because it is the widest part of the world and therefore closer to the sun.</p> <p>To know the North pole is the northern most point and the South pole is the southern point.</p> <p>To know that different parts of the world experience different weather conditions.</p> <p>To know the coast changes over time</p> <p>To know some key physical and human features of the UK and that these change over time.</p>	<p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know the different climate zones.</p> <p>To know that the climate zones are areas of the world with similar climates.</p> <p>To know the main types of land use and settlement.</p> <p>To know an urban place is somewhere near a town or city</p> <p>To know a rural place is somewhere near the countryside.</p>	<p>To know that the water cycle is the processes and stores which move water around the Earth and to be able to name these.</p> <p>To know the courses and key features of a river and how they erode and deposit materials.</p> <p>To know the world's biomes.</p> <p>To know a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know the hottest biomes are located between the Tropics of Cancer and Capricorn.</p> <p>To know that climates can influence the foods able to grow.</p> <p>To know that a natural resource is something people can use from the natural environment</p> <p>To know what fair trading is.</p> <p>To know the threats to the rainforest both on a local and global scale.</p> <p>To know that the UK grows food locally and imports food from other countries.</p>	<p>To know the vegetation belts are areas of the world that are home to similar plant species.</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To know why the ocean is important.</p>	<p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one place to another.</p> <p>To know natural resources can be used to make energy.</p>
--	--	---	--	---	---	---	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Fieldwork Skills- use of maps, atlases, globes etc.</p>	<p>Ask questions about the world around them.</p> <p>Comment on the features they see in the school and its grounds.</p> <p>Answer simple questions</p> <p>Draw some of the features they notice in the school and grounds</p> <p>Express likes and dislikes about a specific place</p> <p>Begin to look and talk about maps, real or imaginary, in stories, non-fiction books, and atlases and on globes.</p> <p>Recognise features on a map, real or imaginary.</p> <p>Draw real or imaginary maps, even if features are indistinguishable</p>	<p>Use of an atlas and map to locate the UK, its four countries and begin to locate the capital cities</p> <p>Using a globe or a world map to locate Europe and Asia</p> <p>Using an atlas to locate the Atlantic Ocean and the Pacific Ocean</p> <p>Using directional language to describe the location of objects in the classroom and playground, as well as features on a map, in relation to others.</p> <p>Responding to directional language to follow routes</p> <p>Beginning to use the compass points (N,S,E,W) to describe the location of features on a map</p> <p>Recognise features and landmarks on aerial maps</p> <p>Draw freehand maps (real or imaginary places) using simple pictures or symbols.</p> <p>Draw a simple sketch map of the classroom and playground</p> <p>Add labels to sketch maps</p> <p>Use simple picture maps and plans to move around the school.</p>	<p>Recognise why maps need a title</p> <p>Use an atlas to locate the four capital cities of the UK</p> <p>Using a world map, globe, and atlas to locate all the world's seven continents and five oceans</p> <p>Using locational language and the compass points (N,S,E,W) to: describe the location of features on a map, the route on a map and to plan a route in the playground and school grounds.</p> <p>Using a map to follow a prepared route</p> <p>Recognise landmarks on an aerial photograph and plan perspectives</p> <p>Recognise human and physical features on an aerial photograph and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key</p> <p>Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Begin to find a given symbol on an OS map</p> <p>Begin to draw objects to scale e.g. show the playground is smaller than the field.</p>	<p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</p> <p>Finding countries and features of countries in an atlas and using contents and index</p> <p>Zooming in and out of a digital map.</p> <p>Beginning to locate features using the 8 points of a compass.</p> <p>Following a route on a map with some accuracy.</p> <p>Begin to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Label some features on an aerial photograph</p>	<p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</p> <p>Beginning to use maps at more than one scale.</p> <p>Using the scale bar on a map to estimate distances</p> <p>Begin to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately use 4-figure grid references to locate features on a map of regions studied.</p> <p>Saying which directions are N,S,E,W on an OS map.</p> <p>Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied.</p>	<p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distributions)</p> <p>Using the scale bar on a map to calculate distances</p> <p>Recognising the difference between OS and other maps and when it is most appropriate to use each.</p> <p>Confidently using the key on an OS map to name and recognise key human and physical features in regions studied</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied</p> <p>Using models and maps to talk about contours and slopes.</p> <p>Follow a short pre-planned route on an OS map.</p> <p>Locate features using the 8 points of a compass</p>	<p>Confidently using and understanding maps at more than one scale</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Recognising an increasing range of OS symbols on maps and locating features using six-figure grid references</p> <p>Selecting a map for a specific purpose.</p> <p>Accurately using 4 and 6 figure grid references to locate features on a map in regions studied</p> <p>Follow a short pre-planned route on an OS map.</p> <p>Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</p> <p>Confidently locate features using the 8 points of a compass</p> <p>Identify the 8 compass points on an OS map.</p>
--	--	--	--	---	---	---	---

			Use an aerial photograph to draw a simple sketch map using basic symbols for a key.				
Geographical Skills and Fieldwork Knowledge	<p>To know a map is a picture of a place</p> <p>To know some directional language, even if not used properly, e.g. near, far, next to, close, behind.</p>	<p>To know that an aerial photograph is taken from the air above.</p> <p>To know that atlases give information about the world and a map tells us about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know that symbols represent features</p> <p>To know simple directional language- near, far, up, down, left, right, forwards, backwards</p> <p>To know what a sketch map is</p>	<p>To know that a globe is a spherical model of the Earth</p> <p>To begin to recognise a map as a flattened globe</p> <p>To know that a compass is an instrument and can be used to find the direction of north</p> <p>To know which direction N,S,E,W is on map</p> <p>To know that maps need a title and purpose</p> <p>To know that a key explains what the symbols and colours represent</p> <p>To know that a tally chart is used to collect data quickly</p> <p>To know that a pictogram is a chart which uses pictures to show data.</p>	<p>To recognise world maps as a flattened globe.</p> <p>To know that an OS map shows human and physical features as symbols.</p> <p>To know the 8 points of the compass (N,S,E,W,NE,NW,SW,SE)</p> <p>To know the main types of land-use (agricultural, residential, recreational, commercial, industrial and transportation)</p> <p>To know that quantitative data involves numerical facts and figures.</p> <p>To know that qualitative data involves opinions, thoughts, feelings and is often subjective.</p> <p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p>	<p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>To know that an OS map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security reasons.</p> <p>To know that grid references help us locate a particular square on a map</p> <p>To know an enquiry based question has an open-ended answer</p> <p>To know how to use various sampling techniques</p> <p>To know what a questionnaire and an interview are</p> <p>To know a Likert Scale is used to record people's feelings and attitudes</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>To know that contour on a map show height and slope</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods looks like</p>	<p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a line graph can represent variables over times</p> <p>To know how to use a range of data collection methods.</p>