



Stanhope Primary School

Progression of Knowledge and Skills in Geography



Subject	Intent						
	<p>At Stanhope Primary School, it is our intent that all pupils, regardless of background and ability, have access to a broad and balanced Geography curriculum. Through the delivery of learning opportunities that inspire all children to succeed, it is our intent that:</p> <ul style="list-style-type: none">• Pupils are provided with a curriculum that enables a coherent understanding of the world around them and different cultures.• They will understand where they are from and how their local area has changed over time.• Children will recognise physical and human geography of different locations around the world.• Pupils will develop their geographical skills by collecting and analysing data, using maps, globes, atlases and digital mapping.• They will question how the world is changing, what impact humans are having and how to preserve it.• All children will have the opportunities to complete fieldwork in the local area.						
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Describe their immediate environment, using knowledge from their observations, discussions, places they have visited, stories, non-fiction texts, maps and from what they have learnt from other means, e.g. Internet	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's 7 continents and 5 oceans To explore the town we live in.	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's 7 continents and 5 oceans Locate the UK, Equator, poles. Compare the land and features.	Pupils will extend their knowledge and understanding beyond the local area by studying other countries of the world To identify the continents of the world. To locate countries on a map	Describe some of the characteristics of geographic locations in the UK. Name and locate the countries of Europe and identify their main physical and human characteristics. Locate countries in Europe and identify European Countries	Locate the world's countries, using maps to focus on Europe, including the location of Russia, North America and in particular South America. Be able to discuss their environmental regions. Key physical and human	Locate the world's countries, using maps to focus on Europe, including the location of Russia, South America and in particular North America. Identify major cities and capital cities of the world and the UK.

		<p>To be able to describe where you live.</p>	<p>Locate Africa on a world map.</p> <p>To explore the town we live in.</p> <p>To be able to describe where you live.</p>	<p>Find out about some of the key geographical features of each continent.</p> <p>To be able to locate major capital cities of the world.</p> <p>To use a variety of sources to identify human and physical features in a particular country.</p> <p>To find similarities and differences between different countries.</p>	<p>according to their features.</p> <p>Understand that European Countries have different times zones to that of the UK.</p> <p>Describe the environments of the studied European regions and discuss their key physical and human characteristics.</p> <p>Be able to identify, name and describe countries within Europe, the major cities and landmarks.</p>	<p>characteristics, countries and major cities.</p> <p>Name, locate and know the mountain ranges of South America.</p> <p>Name and locate countries and cities in the UK, identify any human and physical characteristics, key topological features, including hills, mountains, coasts and rivers, land use patterns, and understand how some of these aspects have changed overtime.</p> <p>Locate, name and find out about the hills and mountain in the UK</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Antarctic Circle, the prime/Greenwich Meridian and times Zones.</p>	<p>Be able to discuss their environmental regions. Key physical and human characteristics, countries and major cities. Name, locate and know the mountain ranges of North America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Antarctic Circle, the prime/Greenwich Meridian and times Zones.</p>
<p>Place Knowledge</p>	<p>Children have an understanding and awareness of their immediate locality, places around them, school and the school grounds.</p>	<p>Make simple comparisons between features of different places.</p> <p>To be able to locate Europe on a world map and identify</p>	<p>Understand geographical similarities and differences through a farm study</p> <p>To locate Africa on a world map and</p>	<p>Understand that there are geographical similarities and differences by studying and knowing where our food comes from.</p>	<p>Understand that there are geographical similarities and differences by studying an area or areas in Europe.</p>	<p>To find out about the location and countries of South America.</p> <p>To find out about the climate in South America.</p>	<p>Understand that there are geographical similarities and differences by studying the local area of South Shields.</p>

	<p>They can name and describe landmarks in the locality, describe their favourite place/places.</p> <p>Learn about familiar features such as houses, farms, and shop buildings. They learn about distant places through topics and stories.</p>	<p>some of its countries and features.</p> <p>To be able to locate Asia on a world map and explore the features and characteristics of China.</p> <p>To be able to locate Australia on a world map and identify some of its features and characteristics.</p> <p>To be able to locate Africa on a world map and explore the features and characteristics of Kenya.</p> <p>To be able to identify North America on a world map and explore the characteristics and features of the USA.</p> <p>To be able to locate South America on a world map and explore the features and characteristics of Brazil.</p> <p>To be able to locate Antarctica on a world map and identify some of its features and characteristics.</p>	<p>identify the country of Kenya</p> <p>To explore the climate and weather of Kenya</p> <p>To explore the animals of Kenya</p> <p>To be able to use a compass to navigate around a map</p> <p>To explore the landscapes of Kenya</p> <p>To find out about the people and culture of Kenya</p> <p>To identify similarities and differences between Kenya and the UK</p> <p>Locate the UK, the equator and the poles on a world map</p> <p>Compare the land features and climate of the UK and Ecuador</p> <p>Compare the capital cities of the UK and Ecuador</p> <p>Find out where different animals live in the world</p> <p>Identify physical and human features</p> <p>Create a map with a key</p>	<p>Know our food comes from many different places around the world</p> <p>Know how land in temperate climate zones is used to produce food</p> <p>Know how land in tropical climate zones is used to produce food</p> <p>Describe the way in which land in tropical biomes is being changed to enable more food to be produced.</p> <p>Explore how food is produced in Mediterranean climate zones. Identify other Mediterranean climate zones around the world.</p> <p>Explain how land is used to produce food in the UK.</p> <p>Understand and describe the trade links that enable food from around the world to be sold in the UK</p>		<p>To find out about the major mountain ranges of South America.</p> <p>To find out about the human geography of South America.</p> <p>To find out about trade and industry in South America</p> <p>To be able to carry out an in-depth study of a South American country.</p>	<p>Understand geographical similarities and differences through a study of South Shields.</p> <p>Use maps of the area, know the geographical region and identify places within the local area.</p> <p>Describe and understand key aspects of the local rivers, the coast and hills.</p> <p>Describe and understand key aspects of the type of settlement of the locality, land use and economic activity including trade links, including Nissan, tourism,</p>

Human and Physical Geography

Children observe and discuss the weather regularly and become familiar with different types of weather and how it affects us, such as needing coats when it is cold, protecting themselves in hot, sunny weather.	<p>To find out how the seasons are linked with the months of the year.</p> <p>To find out what the weather is like in spring.</p> <p>To find out what the weather is like in summer.</p> <p>To find out what the weather is like in autumn.</p> <p>To find out what the weather is like in winter.</p> <p>To review knowledge and compare the four seasons.</p> <p>Have an awareness of the hot and cold areas of the world in relation to the Equator and the North and South Pole.</p>	<p>Explore the climate of the UK and Kenya. Compare these to other locations around the world.</p> <p>Use basic geographical vocabulary, hill, mountain, sea, ocean, soil, river, vegetation, season and weather. Use vocabulary related to a farm and its features.</p>	<p>Describe and understand key aspects of the Tropical Rainforests, know where they are located. Know there are 7 major biomes and the tropical rainforest is one of them.</p> <p>To find out what a rainforest is and where they are found.</p> <p>Explore the layers of vegetation in a rainforest. Investigate the climate of the rainforest.</p> <p>Find out about the people and settlements of the rainforest.</p> <p>Explore why the rainforest is under threat and the measures taken to protect it.</p>	<p>Find out about the Earth's climate and areas of extreme temperatures.</p> <p>Find out about the water cycle and the distribution of water across the world.</p> <p>Find out about extreme weather conditions across the world.</p> <p>Find out about earthquakes and what causes them.</p> <p>Find out about Tsunamis and how they are caused.</p> <p>Find out what volcanoes are and how they are formed.</p> <p>To explore jobs and why they are important.</p> <p>To be able to group jobs into sectors.</p> <p>To explore industries of the UK.</p> <p>To find out how people earn a living in other parts of the world.</p> <p>To find out about unemployment and its effects.</p> <p>To find out about children around the world who help earn</p>	<p>To find out what coasts are and how they are formed.</p> <p>To find out about the physical features of coasts and the processes of erosion that affect them.</p> <p>To explore different strategies of coastal management.</p> <p>To be able to identify different types of beaches.</p> <p>To be able to use maps and secondary sources to research and describe coastal areas.</p> <p>To learn how changes in land use will affect people and the environment in different ways</p>	<p>Describe and understand key aspects of Volcanoes.</p> <p>To understand what a volcano is and where they are in the world.</p> <p>To explore what happens when a volcano erupts.</p> <p>To explore the features of volcanoes.</p> <p>To understand what tectonic plates are and what the 'ring of fire' is.</p> <p>To explore life in volcanic areas.</p> <p>To compare a volcanic area to a non-volcanic area.</p> <p>To be able to show what you have learnt about volcanoes.</p> <p>Describe and understand key aspects of the type of settlement of the locality, land use and economic activity including trade links, including Nissan, tourism</p>
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					<p>a living for their families.</p> <p>Be able to describe types of settlement and land use, discuss economic activity, including trade links.</p>		
Geographical Skills and Fieldwork		<p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use maps, atlases and globes to identify countries, continents, and ocean studied in the Year 1 curriculum.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use maps, atlases and globes to identify countries, continents, and ocean studied in the Year 2 curriculum.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use maps, atlases and globes to identify countries, continents, and ocean.</p> <p>Recall work from KS1</p> <p>Use maps to locate the Rainforests and other biomes.</p> <p>Have an awareness of the 8 points of a compass, four figure grid references, symbols and how to use a key</p>	<p>Build knowledge of the UK and the wider world.</p> <p>Use sketch maps, plans and graphs.</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, four and six figure grid references, symbols and key, to build their knowledge of the UK and the wider world, e.g. South America</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, four and six figure grid references, symbols and key, to build their knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure, record and present human and physical features in the local area, use sketch maps, plans, graphs and digital technologies.</p>
Vocabulary	<p>Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present move, direction, forwards, backwards, route</p>	<p>United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America Weather, seasons, seasonal, equator,</p>	<p>United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America Weather, seasons, seasonal, equator,</p>	<p>Biome, rainforest, tropical, vast, vegetation, humid, equator, equatorial, intense sunlight, emergent, canopy, shrub layer, forest floor, understory, deforestation, photosynthesis, tropic of Cancer, tropic of Capricorn. Mediterranean, Mediterranean climate, dry hot</p>	<p>Industry, employment, unemployment, finance, agriculture, education, travel, job sectors, economy, retired, poorer countries Earthquake, tremor, tectonics, Richter scale, devastation, snowy, foggy, extreme, tornadoes, blizzards, equator, water cycle,</p>	<p>Satellite view, coastal, erosion, landforms, coastal erosion, coastal management, seawall, gabions, groynes, caves, stacks, arches, cliff instability, weak spots, small, sandy, pebbly, shingle.</p>	<p>Volcano, extinct, active, dormant, activity, ash, vent, composite, compound, conduit, eruption, fault, fissures, geysers, hotspot, lava, lava flow, magma, cone, crater, pyroclastic flow, pressure, molten rock, poisonous,</p>

