

**Hujjat Primary School**  
**Knowledge and Skill Progression Map**  
**Subject: Geography**



HUJJAT PRIMARY SCHOOL

Year Group	Knowledge (Know)	Skills (Do)	Concepts & Vocabulary (Understand)
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Know where they live and go to school – e.g. Stanmore, Watford, Bushey</li> <li>• Know some of the features of their local area in HatchEnd e.g. Shaftsbury playing fields - park, high street - shops, cafes, school, arts centre, swimming pool, station, post box etc.</li> <li>• Know that other places may differ from their locality and some of the ways that they differ – know names of some places we have been to visit family or on holiday</li> <li>• Know that some places have different weather, different shops, different activities to do and different food</li> <li>• Know a map is a special kind of drawing of a place</li> <li>• Know a map is used to find your way or learn about a place</li> <li>• Know the main features that would be on a map of a familiar route – e.g. to the post box</li> <li>• Know an address is a way of recording a location</li> <li>• Know that places change – over the year, when new buildings are put up etc. - Spring walk around local area</li> <li>• Know about seasonal changes linked to science learning</li> <li>• Know that people sometimes make changes to their homes and this can be seen in their locality</li> <li>• Know a feature of their locality that is positive for them</li> <li>• Know some of the ways that people can travel out of their locality e.g. bus, train, bike</li> </ul>	<ul style="list-style-type: none"> <li>• Go for local area walks and make observations</li> <li>• Note changes in their local area e.g. with the seasons, new building etc</li> <li>• Talk about places that they have visited</li> <li>• Role play being in a different place</li> <li>• Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to talk about their locality</li> <li>• Find out about their locality by talking to people, examining photographs and simple maps and visiting local places.</li> <li>• Express opinions on natural and built environments and hear different points of view on the quality of the environment.</li> <li>• Use words that help to express opinions, e.g. 'busy', 'quiet' and 'pollution'.</li> <li>• Record findings by, e.g. drawing, writing, making a model or photographing.</li> <li>• Listen to stories set in different environments.</li> <li>• Create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</li> <li>• Help to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>• Maps are drawings of places</li> <li>• Same/ different</li> <li>• Movement and travel</li> <li>• Place and environment</li> <li>• Change over time</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Know a map is used to find your way or learn about a place</li><li>• Know that you can use the sequence of a journey or story to create a map</li><li>• Know that you can use images or symbols to represent the features on a map</li><li>• Know that you can read a map forwards or backwards to go or come back</li><li>• Know that other places may be different from their locality and some of the ways they differ</li><li>• Know some of the things you would expect to find in certain types of place e.g. animals on a farm</li><li>• Know that farms are in areas of countryside or places where animals can have what they need</li><li>• Know that farms will have different types of buildings based on their function e.g. barn, milking parlour etc.</li><li>• Know why people need farms</li><li>• Know which plants can be grown on farms in this country and which ones are farmed in other countries and brought here</li></ul> |  |  |
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	<b>Knowledge (Know)</b>	<b>Skills (Do)</b>	<b>Concepts &amp; Vocabulary (Understand)</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Know the characteristics of their own locality.</li> <li>• Identify seasons and daily weather patterns in the UK</li> <li>• Know their school locality is Stanmore, their homelocality is Stanmore, Weald, Watford</li> <li>• Know some of those places are in London – because they are in the borough of Harrow and other are not e.g. Watford</li> <li>• Know that a locality has homes and services</li> <li>• Know that services people need local to them are –shops, places of worship, health, library, leisure</li> <li>• Know how they would travel from their locality to locations their family regularly visit e.g. supermarket, grandparents</li> <li>• Know which features of their locality are positive ornegative for them – e.g. positive there is school, negative too much traffic</li> <li>• Know the UK is made up of 4 countries.</li> <li>• Know that UK is England, Scotland, Wales and NI.</li> <li>• Know some human features in each location e.g. UKLandmarks</li> <li>• Know capital cities – London, Edinburgh, Cardiff, Belfast</li> <li>• Know a key building in each capital – Buckingham Palace, Edinburgh castle, Millennium stadium, Titanicmuseum</li> <li>• Name and locate 7 continents</li> <li>• Know the Earth has a north and south pole which arecold places</li> </ul>	<ul style="list-style-type: none"> <li>• Use a globe and a map to locate the UK and itscountries.</li> <li>• Use simple compass directions (N, S, E, W) and locational and directional language (e.g. Near, far, left, right).</li> <li>• To draw and interpret visual representations of placesdrawn from above.</li> <li>• Ask and answer questions about the local area based onobservations.</li> <li>• Observe human and physical features in the local areaincluding the school and its grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Weather / seasons</li> <li>• Town / country</li> <li>• Understand and use the vocabulary – beach, cliff, coast, ocean and sea(physical features).</li> <li>• City, town, house, harbour andshop (Human features)</li> <li>• Understand plan view (bird's eyeview)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Know that the poles are a different habitat and therefore different flora and fauna are found there</li> <li>• Know places near the equator are warmer</li> <li>• Know that Africa is a continent that is crossed by the equator</li> <li>• Know that Africa has a warmer climate than the UK</li> <li>• Know that Africa has different habitats and therefore different flora/fauna than the UK</li> </ul>		
	<b>Knowledge (Know)</b>	<b>Skills (Do)</b>	<b>Concepts &amp; Vocabulary (Understand)</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Locate and identify 4 UK countries and their capital cities.</li> <li>• Know the characteristics of their own locality</li> <li>• Know that a locality has homes and services</li> <li>• Know that there are different types services</li> <li>• Know the difference between essential or emergency services and those services which are economic or beneficial to have</li> <li>• Know that the emergency services are ambulance, police, fire, hospital</li> <li>• Know the location of each of these in their locality</li> <li>• Know the names of the buildings, professions and vehicles used by each service</li> <li>• Know how people access these services including by making 999 calls</li> <li>• Know the names of some of the major roads in their locality/ London that would be used by emergency services</li> </ul>	<ul style="list-style-type: none"> <li>• Use a globe, a map and an atlas to identify and locate countries, continents and oceans.</li> <li>• To describe locational features and routes on a map and applying directional language.</li> <li>• Devise a simple map and use basic symbols in a key.</li> <li>• Use simple fieldwork to ask and answer questions about the school and its locality.</li> <li>• Make comparisons use geographical language and concepts between localities.</li> </ul>	<ul style="list-style-type: none"> <li>• Climate</li> <li>• Urban / Rural</li> <li>• Understand and use the vocabulary – forest, hill, mountain, river, valley, soil and vegetation (physical features).</li> <li>• Village, factory, office, farm and port (Human features).</li> <li>• Understand that daily life is impacted by the geographical features of a locality.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>Locate and identify 4 UK countries and their capital cities</i></li><li>• <i>Know the characteristics of their own locality and compare with a contrasting non-European country.</i></li><li>• <i>Know the Landmarks in non-European countries.</i></li><li>• <i>Identify the UK and China on a world map in relation to the nearby oceans and seas (specifically the North Sea, the Atlantic Ocean, the English Channel, the South China Sea, the East China Sea and the Yellow Sea)</i></li><li>• <i>Know that China is much bigger than the UK - e.g. know the area of the UK (0.24 million km<sup>2</sup>), and China (9.60 million km<sup>2</sup>)</i></li><li>• <i>Know that major cities in both countries tend to be on the coast or beside major rivers</i></li><li>• <i>Know that China is the most populous nation in the world</i></li><li>• <i>Know the UK, and China have multiple UNESCO world heritage sites, including the Lake District &amp; Stonehenge (UK), and the Great Wall &amp; the Mausoleum of the First Emperor including the Terracotta Army (China)</i></li><li>• <i>Know that China has a bigger range of climate and habitats which affects the flora and fauna found there</i></li><li>• <i>Know that the giant panda lives in Asia and is an endangered species that lives in forests in China</i></li><li>• <i>Know that different plants grow which means that people eat different food.</i></li><li>• <i>Know that the UK buys and sells products and services from around the world; know that many of the products the UK buys are imported from China, including electronic equipment, clothing, toys, etc.; know that this trade benefits both countries</i></li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• Know about UK weather and seasonal patterns</li><li>• Know that the UK does not usually experience extremely cold winters or summers, and is thus a temperate country; this is an aspect of the UK's climate</li><li>• Know that particular types of precipitation are more common in different seasons (e.g. snow and ice in winter; rain in the summer)</li><li>• Know that temperature can be measured using a thermometer</li><li>• Know that certain animals hibernate in winter in the UK, notably hedgehogs, bats and dormice; know that these animals find somewhere safe and effectively go into a deep sleep during the coldest part of the year, awaking in the spring</li><li>• Know that many animals have their offspring in the spring so that they have as long as possible in the warm to grow, ready for their first winter when it is hardest to find food and survive</li><li>• Know that some animals are nocturnal and in the UK we have longer nights in the autumn and winter seasons because we are in the Northern Hemisphere</li><li>• Know some of the indigenous animals to the UK that are found in different countries e.g. Scotland – osprey, wild cat, red deer; England – fox, badger, rabbit; Wales – seals, puffins; Northern Ireland – Irish hare, Connemara pony</li><li>• Compare weather patterns between the UK and non-European countries.</li><li>• Know that the Caribbean is a sea off the coast of America</li><li>• Know, name and locate main islands including Jamaica, Trinidad, Bermuda, Cuba, Haiti, Puerto Rico</li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• Know that this region has a tropical/ sub-tropical climate</li><li>• Know that this means that it is warmer and wetter than in the UK</li><li>• Know that the Caribbean sometimes has big storms called hurricanes which can cause a lot of damage</li><li>• Know that the Caribbean islands have coastlines, beaches, mountains and forests as well as towns, cities and villages</li><li>• Know that tourism is a major industry in the Caribbean</li><li>• Know some of the features of traditional Caribbean culture</li><li>• Know that many people in the Caribbean have roots in Africa</li><li>• Know that many Caribbean islands have historic links with the UK and people have migrated from the Caribbean to the UK</li></ul> |  |  |
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	<b>Knowledge (Know)</b>	<b>Skills (Do)</b>	<b>Concepts &amp; Vocabulary (Understand)</b>
<b>Year 3</b>	<p><b><u>Maps, Atlases and Globes</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries focusing on European countries on a map - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• To know and locate all the countries in Europe and their major cities.</li> <li>• To know the environmental region of Europe and that these are divided into four regions of Europe: Central Uplands, Western Uplands, North European Plain and Alpine Mountains.</li> <li>• Know how to locate countries on a globe.</li> <li>• Know how to locate countries in an atlas using the contents / index page.</li> <li>• Know the four points of a compass (N, S, E, W)</li> <li>• Know how to use letter-number coordinates to find location of countries and cities.</li> <li>• Know that pictograms in a key represent information shown on a map.</li> <li>• To know the key physical characteristics of Europe (e.g. tallest mountain, important rivers that divide up Europe)</li> <li>• Know the meaning of population and population density.</li> <li>• Know the population and population density in each subregion of Europe including the UK.</li> <li>• Know and locate some of the important cities and landmarks across Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a globe, a world map in an atlas to locate countries.</li> <li>• Read and use four points of a compass (N, S, E, W), letter-number coordinates and pictograms to represent information on a map.</li> <li>• Draw sketches to represent observations in the field. Carry out observational tally counted surveys.</li> <li>• Draw sketch maps using their own symbols and key</li> </ul>	<ul style="list-style-type: none"> <li>• Human Geography – types of settlement and land use</li> <li>• Settlement- defence, trade, communication, village, town, city</li> <li>• Boroughs / city / suburb</li> <li>• Climate pattern, prevailing weather,</li> <li>• Population</li> <li>• Transport – commuter, public and private transport</li> <li>• Employment</li> <li>• Service, retail, community, domestic</li> </ul>



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- To know about the economy of Europe and what is traded into (imported) and traded out of (exported) Europe.
- To know about the types of land use for various regions of Europe.

**Settlements – Towns, Villages and Cities**

- Name and locate UK cities, key counties within a UK map and boroughs within London.
- To know and understand types of settlement and land use including for economic activity
- Know the most recent figures for the total population of the world. Know that this continues to grow each day but in some areas, growth is slowing or even declining.
- Know that the next 11 countries that are the most populous in the world each have populations exceeding 100 million (United States, Indonesia, Brazil, Pakistan, Nigeria, Bangladesh, Russia, Mexico, Japan, Ethiopia, and the Philippines).
- Many other nations have populations of at least one million, while there are also countries that have just thousands. The smallest population in the world can be found in Vatican City, where only 801 people reside.
- Know that settlements are places where people live. Many settlements have things in common and so they can be grouped to make it easier to study them.
- Know that place names give us clues as to who first settled in an area and what it was like.
- Know that 'Site' is the place where the settlement is located, e.g. on a hill or in a sheltered valley.
- Know that 'Situation' describes where the settlement is in relation to other settlements and the features of the

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	<p><i>surrounding area, e.g. is the settlement surrounded by forest or is it next to a large city?</i></p> <ul style="list-style-type: none"><li>• <i>Know that settlements can vary in size and shape. Some people live alone or with their family in single properties, e.g. farmers, but most group together in towns and cities.</i></li><li>• <i>Know that a 'Village' is a small settlement which can vary in size from a few hundred people to a few thousand people.</i></li><li>• <i>Know that the village settlement will have some services, such as a post office, a small shop for essential items and sometimes a small place of worship, there may be a primary school and a doctor's practice. Many people are leaving these settlements to live in bigger settlements.</i></li><li>• <i>Know that a 'Town' is a type of settlement which has tens of thousands of people. This type of settlement will have services such as primary and secondary schools, train stations, hospitals and shopping centres. It also has large supermarkets and will have at least one place of worship.</i></li><li>• <i>Know that a 'City' is a settlement which contains hundreds of thousands to millions of people. This type of settlement has many different types of services, including universities, sports stadiums and a greater variety of shops, restaurants, transport links and different places of worship. Increasing numbers of people around the world live in this type of settlement.</i></li><li>• <i>To know the different areas within the UK and their population density. Know that the most densely populated areas of the UK are the major cities such as London, Birmingham and the West Midlands. Rural, highland areas have lower densities.</i></li></ul>		
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	<ul style="list-style-type: none"><li>• Know the meaning and difference between 'rural', 'urban' and 'suburb'</li><li>• Know that urban areas tend to be more crowded.</li><li>• Know the different land uses in rural areas (forestry and farming) and in urban areas (housing or industry)</li><li>• Know and define terms 'residential', 'commercial', 'industrial', 'planned development', 'transportation' and 'parks/open spaces'</li><li>• Know that population density and distribution is affected by many factors. Know that people prefer to live in places where they can grow food, build homes and work. Some areas are very difficult places to live and so only very few people live there.</li><li>• Know that there are factors which attract people to a particular settlement e.g. flat or gently sloping land, mild climate, soils, lowland, good transport and communication links, e.g. ports, places to work, resources, e.g. coal, oil.</li><li>• Know that there are factors which may discourage people and lead to sparse populations e.g. steep slopes, harsh climate, dense forest, isolated areas with poor transport links, few jobs, lack of resources</li><li>• Know that early settlers often looked for certain features in an area to make life easier (land, materials, shelter, water)</li><li>• Know some examples of settlement patterns (nucleated settlements, linear settlements and dispersed settlements).</li><li>• To know about the Kochi people who live in Afghanistan and their nomadic lifestyle.</li><li>• Name and locate UK cities, key counties within a UK map and boroughs within London.</li></ul>		
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- Know the features of local borough, surrounding boroughs and nearby contrasting areas
- Know the location of key UK cities with Roman origins, roads and bridges on a map
- Know some of the features of Roman towns/cities e.g. buildings/locations that would still be evident today
- Know that Romans built roads to be efficient means of moving the military and goods so they tend to be straight between key locations
- Know which roads in the local area have Roman origins

**Italy and UK**

- To know the geographical similarities and differences between their locality and Italy.
- To know where Italy is in the world. Know the location of its region, the bordering countries, the seas and the islands that are part of Italy.
- To know the population and population density of Italy and the UK
- To know about the physical geography of Italy and locate the two main mountain ranges and longest river of Italy using maps.
- Know which region has the highest peaks and most mountain ranges
- To name and locate three active volcanoes in Italy: Vesuvius, Mount Etna and Stromboli.
- To know the key physical similarities and differences between Italy and the UK.
- Know which maps to use to extract information about specific countries.

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- *To know the location of famous cities (e.g. Rome, Venice, Florence, Pisa, Naples, Milan, Turin, Verona etc.) and landmarks of Italy (e.g. colosseum, pantheon, Trevi fountain, Leaning Tower of Pisa, Spanish Steps, Rialto Bridge etc.)*
- *To know why certain cities or landmarks are famous and tourist attractions*
- *To know about the different aspects of the country's culture (e.g. food, art, fashion, architecture, music).*
- *To know the similarities and differences between the culture of Italy and the culture of the UK. To know what is meant by a 'culture influence'.*

**Water, weather and climate**

- *Know, describe and understand key aspects climate zones, weather patterns and the water cycle*
- *Know where earth's water is stored: % in salt water, fresh water; frozen, groundwater, above and air.*
- *Know that surface water is water in a river, lake or fresh water wetland. Surface water is naturally replenished by precipitation.*
- *Know that groundwater is fresh water located in the subsurface pore space of soil and rocks (aquifers).*
- *Know the different uses of water and where it comes from. To know the 4 key processes of the water cycle – evaporation, condensation, precipitation and collection*
- *Know that the water cycle describes how water evaporates from the surface of the earth, rises into the atmosphere, cools and condenses into rain or snow in clouds, and falls again to the surface as precipitation. The water falling on land collects in rivers and lakes, soil, and porous layers of rock and much of it flows back into the oceans, where it will once more evaporate.*

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|  | <ul style="list-style-type: none"><li>• Know the difference between weather and climate</li><li>• Know the different type of weather experience in the UK.</li><li>• Know some of the symbols used to report weather and what a weather map can show.</li><li>• Know the language used to describe different types of similar weather e.g. hail, gale, sleet, stormy, windy, gusts of wind, muggy, warm, humid, high pressure, flurries, breezy etc.</li><li>• Know that Britain's unique weather is because it is an island and where it's positioned on the planet (between the Atlantic Ocean and a large land mass, continental Europe).</li><li>• Know that Britain experiences a range of 'wild weather' because it is under an area where five main air masses meet (large body of air that has similar temperature and moisture properties throughout).</li><li>• Know that in the UK, the main air masses are either polar or tropical (depending on where they originated); they are also divided into maritime or continental (depending on whether the air has passed over land or sea) and Polar Maritime.</li><li>• Know that these air masses can come from all directions and can bring all types of weather.</li><li>• Know that when they meet it creates a weather front. This means that the more dominant air mass (prevailing winds) dictates the weather. The bigger the difference the worse the weather can be.</li><li>• To know that the Northern Hemisphere is oriented toward the sun for half of the year and away from the sun for the other half. The same is true of the Southern Hemisphere.</li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• <i>Know when the Northern Hemisphere is oriented toward the sun, that region of Earth warms because of the corresponding increase in solar radiation. The sun's rays are striking that part of Earth at a more direct angle (summer).</i></li><li>• <i>When the Northern Hemisphere is oriented away from the sun, the sun's rays are less direct, and that part of Earth cools (winter).</i></li><li>• <i>Seasons in the southern hemisphere occur at opposite times of the year from those in the northern hemisphere. Northern summer = southern winter.</i></li><li>• <i>Know the location of some hot and cold places around the world and begin to understand the climatic zones.</i></li><li>• <i>Know that climate change is the global change in climate patterns which are caused by natural and human factors.</i></li><li>• <i>Know the effects of global climate change (loss of sea ice, accelerated sea level rise and longer, more intense heat waves, frost free seasons, longer seasons, hurricanes will become stronger and more intense)</i></li></ul> |  |  |
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<b>Year 4</b>	<ul style="list-style-type: none"> <li>• <i>Locate world's countries focusing on Africa</i></li> <li>• <i>Know that the world is divided into continents and countries</i></li> <li>• <i>Know that UK is in Europe along with France, Germany, Italy, Spain – know the location of each</i></li> <li>• <i>Know that Egypt is in Africa along with Kenya, South Africa, Morocco and Nigeria – know the location of each</i></li> <li>• <i>Know that Europe has a temperate climate and Africa has an arid climate</i></li> <li>• <i>Know key physical differences – habitats such as desert, forest etc.</i></li> <li>• <i>Know that rivers are important in each continent – know the Nile is in Egypt and the Thames in UK</i></li> <li>• <i>Know how these features would impact on them if they were to visit each locality</i></li> <li>• <i>Know that Egypt has a significant history and has made a contribution to the cultural development of the World</i></li> <li>• <i>To identify key physical and human features on maps of London including Landmark buildings.</i></li> <li>• <i>Know location of Thames, mouth of the river, Hyde Park, Regents Park and Bushey Park</i></li> <li>• <i>Know the name of location of Houses of Parliament, Buckingham Palace, London Eye, Westminster Abbey, St Pauls, Shard, Gherkin, Walkie Talkie building, Wembley Stadium</i></li> <li>• <i>Know the function of each landmark</i></li> <li>• <i>To know about patterns of land use in their locality and London – and how they have changed over time</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use regional maps in an atlas to locate and the index in an atlas to locate places and features studied.</i></li> <li>• <i>Read and use eight points of a compass, numerical coordinates and simple keys.</i></li> <li>• <i>Draw a sketch map using plan view to represent a familiar place or a place they have visited.</i></li> <li>• <i>Carry out surveys and questionnaires to explore a geographical question and graph the result using bar charts, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Human Geography – economic activity relating to tourism in region studied</i></li> <li>• <i>Local Authority / County / Region</i></li> <li>• <i>Tourism</i></li> <li>• <i>Economy/economic</i></li> <li>• <i>Business/leisure</i></li> <li>• <i>Migration</i></li> <li>• <i>Climate pattern, prevailing weather,</i></li> <li>• <i>First world and third world/developing country</i></li> <li>• <i>Invasion, colonialism, indigenous population</i></li> </ul>



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	<ul style="list-style-type: none"> <li>• Know that a city has a central business area and suburbs</li> <li>• Know some of the ways people can travel into and around central London</li> <li>• Know that the area where people live and travel into London as expanded over time with particular reference to their locality and Watford</li> <li>• To know and understand some of the factors influencing migration – and impact on London</li> <li>• Know that London is a multi-cultural city with communities with roots around the world</li> <li>• Know some of the key ethnic groups, localities in London where they are prevalent and some of the things they have contributed to the history and cultural life of the city</li> <li>• Locate the world's countries focusing on North and South America.</li> <li>• To know the geographical similarities and differences between their locality and regions in Americas such as Mexico/ Chile (North America).</li> <li>• Know that UK is in Europe along with France, Germany, Italy, Spain – know the location of each</li> <li>• Know that Americas are divided into North and South</li> <li>• Know that the USA, Canada, Mexico, Brazil, Chile and Argentina are in Americas – know the location of each</li> <li>• Know that the climate in North America is more similar to Europe and South America to Africa as a result of distance from poles and equator</li> <li>• Know that different plants grow in this region and this impacts on diet</li> <li>• Know that these countries have indigenous communities and some of the features of their culture</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Know that European colonisation and its aftermath changes these countries over time</li> <li>• Know that landscapes can be densely populated, in particular due to available resources (e.g. water, fertile land, fossil fuels, etc.), favourable climate and transport links to sustain large centres of population; know that San Francisco's temperate climate and river for trade allow for a large population- similar to London; contrast this with Machu Picchu that once had a thriving population but is unsuitable for a modern city due to its altitude and inaccessibility</li> </ul>		
	<b>Knowledge (Know)</b>	<b>Skills (Do)</b>	<b>Concepts &amp; Vocabulary (Understand)</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Locate countries, capital cities, environmental regions and key physical features on a world map.</li> <li>• To use topographical graphs of the UK to identify rivers, mountains and hills and understand how these have changed over time.</li> <li>• Know the water cycle in extended detail beyond the 4 basic stages</li> <li>• Know that the water cycle is also called the hydrological cycle</li> <li>• Know that evaporation happens from water masses and surface water</li> <li>• Know that some water returns to the atmosphere through transpiration from plants</li> <li>• Know the different types of precipitation e.g. rain, snow, sleet, hail and the conditions needed for their formation</li> <li>• Know there are 3 types of rainfall – convectional, frontal and relief</li> </ul>	<ul style="list-style-type: none"> <li>• Use different types of thematic maps in atlases and on the computer to locate places, features and explore issues relating to the locality studied.</li> <li>• Read and use compass points and bearings to 10 degrees, four and six figure grid references, keys and colour coding to represent information on a map.</li> <li>• Relate digital images to maps and plan representations of location.</li> <li>• Draw sketch maps and plans on a grid.</li> <li>• Draw maps and plans approximating scale with relative accuracy.</li> <li>• Developing some maps and plans using technology (computer graphics programs).</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Geography – rivers, mountains, volcanoes, the water cycle, erosion, deposition, sedimentation</li> <li>• Human Geography – economic activity including trade links, fair trade</li> <li>• Use of human, physical and environmental as terms for classification.</li> <li>• Primary, secondary and tertiary economic activity</li> <li>• Slum, poverty, homelessness</li> <li>• Concepts of pollution, environmental damage, conservation, global warming</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Know that when porous rocks reach saturation point then water will be discharged to run off and can form rivers</li><li>• To know names and locations of major rivers in UK and the World</li><li>• Know the names of the different parts of a river landscape e.g. source, tributary, ox bow lake</li><li>• Know the stages of a river and the work done in each</li><li>• Know reasons why people would live by a river and the humans uses of rivers</li><li>• Know why some rivers flood and the impact that has</li><li>• Know some ways in which a river environment can be protected</li><li>• Locate countries, capital cities, environmental regions and key physical features on a world map.</li><li>• To use topographical graphs of the UK to identify rivers, mountains and hills and understand how these have changed over time.</li><li>• To know names and locations of major mountain ranges and specific mountains in UK and the World</li><li>• Know the structure of the earth and basic information about plate tectonics</li><li>• Know the structure of the Earth - crust, mantle, outer core and inner core (see the diagram below)</li><li>• Know that the crust is a layer of rock on the surface of the Earth</li><li>• Know that the mantle forms about half of the inside of the Earth and is a layer of rock underneath the crust</li><li>• Know that the upper mantle is hard but there is magma (liquid rock) beneath</li><li>• Know that the core is mostly made of iron, which is in the centre of the Earth</li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• Know that temperatures at the core can reach 5500 °C</li><li>• Know that the crust and upper mantle of the earth are divided into large tectonic plates that 'float' on the liquid rock beneath (see diagram below)</li><li>• Know that a fault is a crack in the surface of the Earth</li><li>• Know that some volcanoes are even tall enough to be classed as mountains</li><li>• Know how mountains are formed – fold, dome, block and volcano</li><li>• Fold mountains are formed where two or more tectonic plates are pushed together and the plates warp and fold into hills and mountains; fold mountains are the most common type of mountain on earth (e.g. Himalaya, Alps, Andes)</li><li>• Fault-block mountains are formed when faults or cracks in the earth's crust force some materials or blocks of rock up and others down. Instead of the earth folding over, the earth's crust fractures (pulls apart). It breaks up into blocks or chunks. Sometimes these blocks of rock move up and down, as they move apart and blocks of rock end up being stacked on one another (e.g. Sierra Nevada mountains in the USA)</li><li>• Volcanic mountains are formed when volcanoes erupt and the molten rock cools; this happens over and over leaving layers of rock that make a mountain (e.g. Mount Kea in Hawaii, USA)</li><li>• Dome mountains are formed by a large amount of molten rock pushing up beneath the crust without breaking through, cooling and leaving a dome shaped mountain (e.g. Round Mountain in Canada)</li><li>• Know the processes that lead to change in a mountain environment over time</li></ul> |  |  |
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	<ul style="list-style-type: none"> <li>• Know how humans use and interact with the mountain environment</li> <li>• Know what a mountaineer is</li> <li>• Know that mountaineers sometimes challenge themselves to ascend the tallest mountain in each continent; this challenge is known as the Seven Summits</li> <li>• Locate the Seven Summits on a world map and know which continent each mountain is located in: Mount Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Mount Elbrus (Europe), Mount Vinson (Antarctica), Puncak Jaya (Australasia)</li> <li>• Know that the tallest mountain range in the UK is the Grampians in Scotland; know that the highest peak of the Grampians is Ben Nevis</li> <li>• Know some of the ways in which this can be protected</li> <li>• Identify the position and significance of latitude, longitude, equator, northern and southern hemispheres, the arctic and Antarctic circle, the Prime-Greenwich meridian and time zones (day and night).</li> <li>• To know about different land-use patterns in their locality and how they have changed over time.</li> <li>• To know the geographical similarities and differences between their locality and Greece.</li> <li>• Know that the world is divided into continents and countries</li> <li>• Know that UK is in Europe along with France, Germany, Italy, Spain – know the location of each</li> <li>• Know what physical feature bound Europe – Atlantic, Med, Mountains e.g. Urals and rivers.</li> <li>• Know that Greece is a country in southern Europe on the Med</li> </ul>		
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	<ul style="list-style-type: none"><li>• Know that like the UK is a maritime country with lots of islands</li><li>• Know names and locations of key islands</li><li>• Know that climate is warmer due to being closer to equator</li><li>• Know that this impacts habitats and agriculture</li><li>• Know that different plants grow in this country and that impacts on food/diet</li><li>• Know how the differences between UK and Greece would impact on them if they visited</li><li>• Know some of the ways that people can travel from UK to Greece and some of the reasons they would make that journey</li><li>• Know that Greece has a significant history and has made a contribution to the cultural development of Europe and beyond</li><li>• Know that proximity to Africa makes Greece a place which has experienced migration</li></ul>		
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	<b>Knowledge (Know)</b>	<b>Skills (Do)</b>	<b>Concepts &amp; Vocabulary (Understand)</b>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To use topographical graphs of the UK to identify coasts and understand how these have changed over time.</li> <li>• To know the geographical similarities and differences between their locality and a coastal region of Kent.</li> <li>• Know that a coast is the part of land adjoining or near to the sea.</li> <li>• Know the names and locations of popular coastal destinations in the UK such as Brighton, Sussex, Blackpool, Bournemouth, Dover, Dorset, Whitby, Torquay, Devon, Skegness, Weymouth, Dorset, Cornwall and St. Ives.</li> <li>• Know that coastal areas are constantly changing due to natural and human factors.</li> <li>• Know the different types of coastline which can be found in the UK (Chesil, sandy, pebble and shingle beaches, headlands and cliffs)</li> <li>• Know that weathering is the process of wearing away rocks by the weather - physical weathering, chemical weathering and biological weathering</li> <li>• Know that erosion is where natural materials from land are worn away and transported by environmental features such as water, wind and ice. Erosion weakens and breaks down the rock.</li> <li>• Know that the rates of erosion are dependent on force and type of rock.</li> <li>• Know that erosion landform is where land is worn away by waves and weather conditions, which weaken and break down the rock.</li> <li>• Know the meaning of different types of erosion: hydraulic action, attrition and abrasion</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate map/resource to locate places, features and information in support to answer their geographical questions.</li> <li>• Read and use bearing for compass points, six figure grid references, longitude and latitude references, and a range of topological and symbol based keys (including Ordnance Survey maps).</li> <li>• Draw sketch maps and plans using collective measurements to work to simple scale.</li> <li>• Generate maps and plans of larger areas using computer graphics program.</li> <li>• Use their field work skills to investigate an issue and communicate the outcome of their research</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Geography – Climate zones, biomes and vegetation belts, earthquakes, floods, extreme weather events</li> <li>• Coast, coastal erosion and protection, abrasion, long-shore drift, transformation</li> <li>• Human Geography – distribution of natural resources including energy, food, minerals, water</li> <li>• Disaster, relief, impact, aid, short/long term consequences</li> <li>• Concepts of government, political power, economic power, non-governmental organisation e.g. charity and international organisations e.g. UN</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Know that Headland is a type of erosion landform that sticks out to sea and is usually surrounded by water on 3 sides, after softer rock erodes away leaving the harder, more resistant rock.</li><li>• Know that the type of erosion landform created depends on the type of rock: hard rock, such as chalk, creates steeper faces; softer rock creates more gentle slopes</li><li>• Know waves cause most erosion at the foot of cliffs creating a wave cut notch. The rock above will eventually collapse and the cliff will retreat, leaving a wave-cut platform in front of the cliff.</li><li>• Know the key characteristics of destructive waves which carry out erosional processes.</li><li>• Know that erosion can create various types of headlands and that these will form different features which have specific names e.g. caves, arches, stacks, stumps.</li><li>• Know that sea caves are formed when waves erode the base of a cliff.</li><li>• Know that natural arches are formed when there is a difference in the rate of erosion.</li><li>• Know that stacks are formed when sea arches collapse, leaving a single pillar of rock standing. When this eventually breaks away a stump is formed.</li><li>• Know the name of an area in the UK which has been affected by coastal erosion. Know what impact erosion has had on this area.</li><li>• Know that depositional landforms are created when the sea deposits sand, rocks and other sediment onto the shore through wind, waves and tidal action.</li><li>• Know the key characteristics of constructive waves and that they deposit more material than they erode</li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• Know how depositional landforms such as beaches, dunes, spits, bars, tombolo's are formed</li><li>• Know that 'Longshore drift' is the transportation of material along a coast.</li><li>• Know that the tide is the regular rising and falling of the sea's surface caused by changes in gravitational forces. At any point on the coast, there are normally two high tides and two low tides each day</li><li>• Know what causes waves to form and use 'fetch', 'surf', 'swash', 'backwash' and 'breaker' to describe how waves move across the sea and in bays.</li><li>• To know and name the human and land use of coastal town and identify if they are recreational or vocational (identify key uses such as tourism, industry, trade and transport). Know some of the ways that human activity changes the landscape.</li><li>• To know the advantages and disadvantages of living by a coast.</li><li>• Know that human activity can also cause erosion e.g. buildings on cliff tops can increase the instability of cliffs, resulting in landslips (The Holbeck Hall Hotel collapse in Scarborough, 1993, due to physical overdevelopment without appropriate steps to ensure safety).</li><li>• Know that coastal defence and management strategies can be employed to protect coastlines from the damage caused by physical processes such as erosion</li><li>• Know the difference between hard engineering, soft engineering and managed retreat (coastal realignment).</li><li>• Know examples of coastlines where these methods/strategies are used</li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• Know some of the advantages and disadvantages of management strategies.</li><li>• To know the similarities and differences between two different UK seaside towns (e.g. Dover and Whitby)</li><li>• To know what aerial photographs shows and how we can use these to show the changes in human and physical geography over time.</li><li>• Know what some of the main symbols and markings on an OS map shows.</li><li>• To know the differences between the different scaled OS maps</li><li>• To know how to read 4 and 6 figure grid references to find locations</li><li>• Know how to use or write 4 and 6 figure grid references to give locations.</li><li>• Know how the human geography of coastal regions in both Whitby and Dover has changed over the years.</li><li>• Know that human features found at the seaside might include the pier, the promenade, a lighthouse and a fairground.</li><li>• Know that ports, harbours, quays and wharfs are all places for boats of various sizes to dock.</li><li>• Locate countries and major world cities, human characteristics and places relating to current events.</li><li>• Know that the world population is growing and some of the factors causing that e.g. better health care, less poverty etc.</li><li>• Know that population density is not evenly distributed</li><li>• Know that we can use choropleth maps to analyse patterns in population</li><li>• Know that urbanisation is the term used to describe the increase in people living in towns and cities</li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• Know that urbanisation occurs at different times in different parts of the world.</li><li>• Know that the UK experienced a rapid period of urbanisation between 1750 and 1900. This was due to the industrial revolution, where most people changed from working on farms in the countryside to working in factories in towns and cities</li><li>• Know some of the problems that can be caused by high density living e.g. poor quality housing, traffic pollution, urban decay</li><li>• Know that natural disasters cause significant problems in areas with high density of population – know case study examples such as tsunami – Japan, earth quake – Turkey, hurricane – New Orleans</li><li>• Know that sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.</li><li>• Know that sustainable cities offer a good quality of life to its inhabitants without reducing opportunities or quality of life for future residents.</li><li>• Know that sustainability can encompass social, environmental and economic sustainability</li><li>• Know that sustainable urban living means addressing water and waste, energy use, recycling, management of green space etc.</li><li>• Know some of the strategies that have been successful in making cities more sustainable and improving quality of life for inhabitants e.g. improved public transport, better sanitation</li><li>• Know that we can learn lessons from case studies that can be applied to help solve other or future challenges</li></ul> |  |  |
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|  | <ul style="list-style-type: none"><li>• Know that how economic as well as political power and authority is distributed makes a difference to the actions and outcomes that can be achieved in a urbanised area</li><li>• Know the position and significance of latitude, longitude, equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn, the arctic and Antarctic circle, the Prime-Greenwich meridian and timezones (day and night).</li><li>• To know and understand world climate zones, biomes and vegetation belts.</li><li>• To know the natural and man-made challenges facing the planet, biomes and regions with an appreciation of some of the possible consequences of these</li><li>• Know the position of the equator, the Tropics of Cancer and Capricorn, the arctic and Antarctic Circle.</li><li>• To know and define the terms climate and weather and use examples to show the difference between them.</li><li>• To know and define the term 'vegetation belt', 'flora' and 'fauna'</li><li>• To know the world has many different biomes and that these are large ecosystems with distinct climatic conditions, flora and fauna.</li><li>• Know and name different climate zones and the weather conditions prevailing in an area in general.</li><li>• Know and name different biomes</li><li>• Know the characteristics of the tundra, savannah, deserts, tropical rainforest, temperate forests and deciduous forests and taiga (coniferous forest) biomes.</li><li>• To know where these biomes are located.</li><li>• To know the flora and fauna which inhabit that biome</li></ul> |  |  |
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	<ul style="list-style-type: none"><li>• Know and Identify indigenous groups or people who live in some of these climate zones/biomes and how they survive in these environments (e.g. Inuits of the Arctic, Yanomami and Tupi People of the Amazon Rainforest, Maasai in East Africa, Bontoc and Quechua people of mountainous regions,</li><li>• To know the different physical and climatic aspects of biomes</li><li>• Know the different natural factors that affect an ecosystem e.g. Rainfall, temperature and sunlight</li><li>• To know the human impact on biomes e.g. pollutions, deforestation, regeneration</li><li>• To know what is meant by global warming and climate change.</li><li>• To know how biomes are threatened by climate change and ways which this impacts the human, physical and environmental geography of a climate zone or biome.</li><li>• To learn about the conservation of plants (flora) and animals (fauna) in a forest biome.</li><li>• To define conservation, biome fragility and sustainable development/sustainability</li><li>• Know ways in which humans can help conserve the environment to slow down global warming and climate change.</li><li>• To know how to find the correct topological map to find information about different countries, climate zones, biomes and vegetation belts.</li></ul>		
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