

# Great Crosby Catholic Primary School



## Progression in Geographical Knowledge and Skills

### Locational knowledge

EYFS	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>• Recognise some environments that are different from the one in which they live</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• name and locate the world's seven continents</li> <li>• Name the 4 countries of the UK.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• <i>name and locate the world's seven continents</i> and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,</li> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• <i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i>, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• <i>locate the world's countries, using maps to focus on Europe (including the location of Russia)</i> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Science link for night and day</li> <li>• English – Shackleton</li> </ul>

*\*red indicates revisiting*

## Place knowledge

EYFS	<ul style="list-style-type: none"><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Crosby)</li><li>• Art – Iron men</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (<i>revisit Crosby, studied in Y1</i>), and of a small area in a contrasting non-European country (St Lucia)</li><li>• Art – Southport hotel sketches</li></ul>
Year 3	<ul style="list-style-type: none"><li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li></ul>
Year 4	<ul style="list-style-type: none"><li>• understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li></ul>
Year 5	<ul style="list-style-type: none"><li>• understand geographical similarities and differences through the study of human and physical geography of a region in North or South America</li></ul>
Year 6	<ul style="list-style-type: none"><li>• demonstrate a secure understanding of the world</li></ul>

## Human and Physical Geography

EYFS	<ul style="list-style-type: none"> <li>• Explore the natural world around them</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• PHSE</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</li> <li>• Recognise key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• <i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</i> in relation to the Equator and the North and South Poles</li> <li>• Recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Science – night and day/seasons.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use</li> <li>• History – changes in land use.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• <i>Describe and understand key aspects of human geography, including: types of settlement and land use</i></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: <i>types of settlement and land use</i>, economic activity including trade links</li> <li>• Science – natural disasters</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts</li> <li>• human geography, including: the distribution of natural resources including energy, food, minerals and water</li> <li>• Year 2 in relation to the Equator and the North and South Poles – science animals and habitats</li> </ul>

## Geographical Skills and Fieldwork

EYFS	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>•</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Use world maps to identify the UK and continents</li> <li>• Use simple fieldwork and observations skills to study the physical features of the weather</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map</li> <li>• Follow a simple map</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage</li> <li>• Use simple fieldwork and observation skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</li> <li>• Use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features and routes on a map</li> <li>• <i>Devise a map</i> using a key</li> <li>• <i>Maths – position</i></li> <li>• <i>Computing – programming beebots, positional language.</i></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• <i>maths – statistics and graphs.</i></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• use maps, atlases, globes to locate countries and describe features studied</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• use <i>maps, atlases, globes</i> and digital/computer mapping to locate countries and describe features studied</li> <li>• read maps to follow orienteering course</li> <li>• <i>PE – using the orienteering grids around school.</i></li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> <li>• use the eight points of a compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey) to build their knowledge of the United Kingdom and the wider world.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>read maps to follow orienteering course</i></li><li>• PE- using the orienteering grids around school.</li><li>• Maths – compass points/position.</li></ul> |
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