



Fairview Community Primary School

Key Skills & Knowledge Progression Map: Geography

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Geography Rationale

At Fairview we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our starting point for any theme undertaken is our immediate environment ('home') then moving further afield ('near' and 'far') so that children develop and understanding of the world beyond their immediate environment but are able to connect this back to their own experiences.

The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Exploring the world around them initially starts on a local level, using their first hand experiences of their immediate environment. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

	Foundation Stage	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>To explore the natural world around them.</p> <p>To describe and recognise their immediate environment and recognise that some environments are different from the one in which they live.</p> <p>Use maps to describe their immediate environment.</p>	<p>Terms 3&4</p> <p>To make a simple map and add key features.</p> <p>To know where I live and be able to tell someone my address.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks.</p> <p>To make a simple map and add key features.</p> <p>To use observation to identify the main features of the area around the school.</p>	<p>Terms 1&2</p> <p>To understand the main features of the local area and label these on a map.</p> <p>To create a simple map and key.</p> <p>To use maps and globes to locate the UK and Europe.</p> <p>To name the continents of the world and locate them on a map.</p> <p>Terms 5&6</p> <p>To locate the UK and Australia on a world map and know which continents they belong to.</p>	<p>Terms 5&6</p> <p>To know the eight points of the compass.</p> <p>To use a four-digit grid reference.</p> <p>To know the name of a number of countries in the Northern Hemisphere.</p> <p>To know the capital city of at least 6 European countries.</p> <p>To locate the Tropic of Cancer, the Tropic of Capricorn, and the Greenwich Meridian on a map.</p> <p>To know whether a country is located in the Southern or Northern Hemisphere.</p>	<p>T1&2</p> <p>To be able to locate Europe, its boundaries, and key countries. and the countries it is composed of. Revision of the term, 'continent'.</p> <p>Terms 5&6</p> <p>To know about, name and locate some of the main islands that surround the United Kingdom.</p> <p>To be able to use latitude and longitude to locate places.</p>	<p>Terms 3&4</p> <p>To be able to locate and name the main oceans of the world and identify the ocean currents, using a globe, atlas and online source.</p>	<p>Terms 3&4</p> <p>To describe the geographical location of South America using a globe and atlas.</p> <p>Terms 5&6</p> <p>Identify the main regions of the world using the language of continents, oceans and countries. Revisit the Equator and tropic lines to help specify location</p>
Place Knowledge	<p>To recognise some similarities and differences between life in this country and life in other countries, using stories, non-fiction texts and maps.</p>	<p>To know where I live and be able to tell someone my address.</p> <p>To know what I like and do not like about the place I live.</p> <p>To know the names of the four countries in the United Kingdom and to be able to locate them on a map.</p> <p>To know the names of the three main seas that surround the United Kingdom.</p> <p>To name the capital cities of each country.</p>	<p>To name the world's oceans and continents and locate them on a map.</p> <p>To locate the equator and Arctic / Antarctic regions.</p> <p>Terms 5&6</p> <p>To describe the location of Australia. Understand what the Commonwealth is Know Australia's capital city. Know which ocean surrounds Australia.</p>	<p>To know why people may be attracted to live in cities.</p> <p>To know why people may choose to live in one place rather than another.</p> <p>Name some of the main UK and European rivers and mountain ranges.</p>	<p>T1&2</p> <p>Name and locate the main regions of Europe.</p> <p>Identify the largest / smallest countries in Europe.</p> <p>Identify the main rivers in Europe. Label on a map and identify sources and the water into which they flow.</p> <p>Identify the main mountain ranges in Europe.</p>	<p>To be able to name the countries that make up North America and locate using maps and atlases. To be able to name the seas / oceans surrounding these countries</p>	<p>Terms 3&4</p> <p>To locate and mark on a map a range of locations within South America.</p> <p>Have an understanding of the size, continents, hemispheres, area covered, number of countries and size making up South America, oceans surrounding it, and terrain.</p> <p>Terms 5&6</p> <p>Be able to locate the key biome areas across the planet. Describe the main features of each.</p>

			Know whether Australia is a continent or a country.				<p>Understand the meaning of climate and weather.</p> <p>Describe how human processes affect biomes.</p>
Human & Physical Geography	To describe what they see, hear and feel whilst outside, in the school environment, home environment and beyond.	<p>To know the difference between a human and a physical feature in the local area.</p> <p>To identify the main mountain ranges in each country.</p>	<p>Terms 5&6</p> <p><u>Physical Features:</u></p> <p>To be able to describe what the Outback is. To know what Uluru is. To name and locate Australia's highest peak. To name and locate is Australia's longest river.</p> <p>To know what the Great Barrier Reef is and locate it.</p> <p><u>Human Features:</u></p> <p>To name the states of Australia. To locate and label the main cities in Australia.</p> <p>To name / locate the biggest city in Australia's Interior.</p> <p>To understand about the indigenous people of Australia, by looking at the following questions:</p> <p>What percentage of Australia's population is Aboriginal?</p> <p>Define the word 'ancestors'.</p> <p>Define the word 'indigenous'.</p> <p>Define the word 'descendants'.</p> <p>Define the word 'migrants'.</p> <p>Define the word 'sacred'.</p>	<p>T5&6</p> <p>To describe the two main processes of weathering (physical and chemical) and how landforms are changed by this.</p> <p>Explain the human impact on chemical weathering.</p> <p>To be able to explain the water cycle and how this is important for rivers.</p> <p>To identify the features of a river, from source to mouth. To label and explain a cross section of a river. Understand the meaning of 'meander' 'delta' and 'estuary'</p> <p>To know about and describe the key aspects of a coastline.</p> <p>Understand what a 'landform' and 'mountain' are. Understand how tectonics form mountains and how fold and block mountains are created.</p> <p>Describe the main features of a coast and how erosion and deposition can change it. Describe how these physical processes work.</p>	<p>Terms 5&6</p> <p>Transport - Local:</p> <p>Know what does the word 'transportation' means.</p> <p>List some reasons for transportation within cities.</p> <p>Know what congestion is?</p> <p>Know what pollution is.</p> <p>Describe some health problems caused by traffic pollution.</p> <p>List the main types of transport used in cities and their main advantages and disadvantages.</p> <p>Describe ways in which London is trying to reduce transport congestion and pollution.</p> <p>Transport – National:</p> <p>List some reasons why people might travel within the United Kingdom.</p> <p>List, in order, the most frequently used forms of transport in the UK.</p> <p>List some of the advantages and disadvantages of each type of travel.</p> <p>Know what a transport network is.</p> <p>Transport – International:</p> <p>Know what the term 'international transportation' means.</p>	<p>To be able to explain how a range of natural disasters occur, both human and physical:</p> <ul style="list-style-type: none"> Plastic ocean pollution Earthquakes Volcanoes Tsunamis <p>Be able to identify the ways that people can protect themselves or provide solutions to these issues.</p> <p>Identify and describe the issue of the pollution of oceans – plastic waste and the impact of the life within the oceans. Causes and consequences.</p> <p>To be able to explain and describe the main cities, industries, and physical features of North America.</p>	<p>Terms 3&4</p> <p>Physical Features:</p> <p>To locate and name the main biomes of South America – tropical rainforest, desert and grassland.</p> <p>Describe some of the geographical diversity in South America, including climate zones, biomes, population, and languages.</p> <p>Human Features:</p> <p>Describe the approximate population of South America? Look at how the median age in South America compares the to UK and the reasons for this. Locate and mark on a map the five most populous cities in South America. Define the term 'population density'. Describe some of the problems countries are facing as areas become more densely populated.</p> <p>To locate and describe the main tourist attractions of South America</p> <p>To explore the languages of South America.</p> <p>To identify key environmental issues in South America.</p>

					<p>Define the word 'destination'.</p> <p>Know the main reasons for international transportation?</p> <p>Know what a canal is and locate the Panama and Suez canals.</p> <p>Know what a cargo ship and port are. Locate on a map and label the world's ports.</p> <p>List the advantages and disadvantages of air travel, sea freight, passenger ships, rail, and roads.</p> <p>Tourism:</p> <p>Explain why people travel from one country to another for tourism.</p> <p>Explain what is meant by 'cultural attractions'.</p> <p>Explain some of the historical attractions in places of which you have studied the history.</p> <p>T5&6</p> <p>Identify the main languages spoken across Europe.</p> <p><u>Europe – population</u> Know the population of Europe and some of the key countries. Identify that Europe has a large population relative to other continents.</p> <p><u>Europe – rivers</u> Understand the meanings of source, delta and landlocked sea.</p> <p><u>Europe – mountains</u> Understand what a mountain range is. Understand how mountain heights are measured.</p>		
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Geographical Skills & Fieldwork	<p>To draw information from a simple map.</p> <p>To understand the effect of changing seasons on the natural world around them.</p>	<p>To understand that:</p> <ul style="list-style-type: none"> A globe is a sphere showing the surface of the earth. A map is a flat representation of a globe. Atlases contain a collection of maps Satellite images take pictures of earth from space. A compass gives directions. To know the four main compass points 	<p>To understand that:</p> <ul style="list-style-type: none"> The earth rotates. The earth has two poles and that the earth is like a giant magnet. There is an imaginary line called the equator. <p>To be able to locate north, south, east, and west on an image of earth.</p> <p>To locate the poles, equator, northern and southern hemispheres.</p>		<p>To identify and label on a map the locations of the prime Meridian, Equator and Tropics of Cancer and Capricorn.</p> <p>Label the north / south and eastern / Western hemispheres.</p> <p>Identify lines of latitude and longitude, and the direction that they run.</p>	<p>Be able to identify the main features of an Ordnance Survey map.</p> <p>Recognise the most common symbols used on a map.</p> <p>Be able to give a six figured grid reference.</p> <p>Understand the different scales of maps.</p> <p>Be able to measure distance using the scale of a map.</p>	<p>To know how to use an atlas by using the index to find places.</p> <p>To know how to use some basic Ordnance Survey map symbols.</p> <p>To know how to use Ordnance Survey symbols and six-figure grid references.</p> <p>To collect and accurately measure information (e.g. rainfall, temperature, wind speed and noise etc.).</p>
Key Vocabulary	<p>Environment, place, feature, world, city, map, weather, compare, similar, different, map, photograph, seasons, Spring, Summer, Autumn, Winter, weather.</p>	<p>Globe, map, atlas, satellite, compass, north, south, east, west</p> <p>Aerial photograph, local, features, address</p> <p>United Kingdom, England, Wales, Scotland, Northern Ireland, capital city, mountains, sea, remote, coast</p>	<p>Ocean, continent, globe, equator, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans. Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America.</p> <p>Commonwealth, democratic, urban.</p> <p>Indigenous, descendants, migrants, ancestors, vast, remote, inland</p>	<p>North-east, north-west, south-east, south-west. Grid reference, urban, rural, banks, current, delta, erosion, estuary, floodplain, meander, mouth, riverbed, source, tributary, waterfall. Europe, capital city, landmark. Coast, beach, erosion, cliff.</p>	<p>Latitude, longitude, equator, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, hemisphere, continent, region, population, city state, source, delta, landlocked, traverse, extends (re: a mountain range 'extends' ...), mountain range, peak, summit, boundary.</p> <p>Primary, numerous, traversing, source, delta,</p>	<p>Tropic of cancer, Tropic of Capricorn, climate, human features, physical features, industry, industrial. Hurricane, tornado, volcano, active, extinct, dormant, earthquake, epicentre. Pollution, environment, gyre, debris, microbeads.</p>	<p>Climate, conservation, cloud forest, canopy, ecosystem, deforestation, habitat, tropical rainforest, indigenous, global warming, terrain,</p> <p>Topographical, seismic, river basin, tributary, discharging, population, populous, sparsely, densely</p>

Nursery Provision	<p>In nursery, the provision focuses on children making sense of the world around them, as much as possible through direct experience, but also through stories, songs and poems. Through this, children will extend their experiences and vocabulary. Linking to geography children will:</p> <ul style="list-style-type: none"> Talk about their families and others, thinking about cultural differences and countries of origin. Talk about other countries in the world and how they are similar and different to theirs. Use pictures, video clips and texts to explore these. Use vocabulary to describe the features of places. Become more aware of their local environment, talking about place names such as roads and local towns. Look at an aerial view and begin to understand this perspective. Identify familiar features from this view. Draw simple maps of their local area or of imaginary settings. Experience a range of weather conditions by being outside and talking about how each is different. Record weather conditions and understand the changing seasons.
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