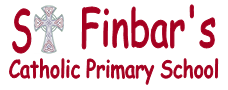
Core Skills Progression Map - Geography

2016-2017

**The Geography curriculum at St Finbar’s**

* Our geography curriculum is for all children.
* Our curriculum is a skills-based one; using knowledge and understanding of geographical features, people and places as the context for learning while developing core geographical skills.
* Our curriculum is progressive; building on previous years’ knowledge, understanding and skills.
* Our curriculum is organised into broad areas of learning and core skills; following the National Curriculum (2014)
* Place knowledge and understanding
* Locational knowledge and understanding
* Human & Physical knowledge and understanding
* Geographical skill and enquiry.

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| Core skills | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Place knowledge (PK) | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country | Locate and name the countries  making up the British Isles with  their capital cities.  Locate and name areas of the UK and Identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North/South America | Locate and understand geographical similarites and differences of countries that lie on the equator. Identify their main environmental regions, their key physical and human features |
| Locational knowledge (LK) | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. | Name and locate the world’s seven continents and five oceans. | Revise locations and names of the  continents on a World Map.  Locate the main countries of  Europe inc. France.  Identify capital  cities of Europe.  Locate and name the main counties  and cities in/around Merseyside | On a world map, locate areas of  similar environmental regions  Identify the position and significance  of Equator, N. and S. Hemisphere,  Tropics of Cancer and Capricorn.  Identify the position and significance  of Equator, N. and S. Hemisphere,  Tropics of Cancer and Capricorn.  Locate and name the countries  making up the British Isles with  their capital cities. | Locate main countries in Europe and North or South America. Locate and name principal cities | The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region  Differences in the economic, demographic and social characteristics between countries across the world |
| Human & Physical understanding (HPU) | Identify seasonal and daily weather patterns in the United Kingdom.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to: key physical features, and key human features. | Use basic geographical vocabulary to refer to key physical features and key human features | Describe and understand key  aspects of physical geography  including volcanoes and  earthquakes. | Describe and understand key  aspects of physical geography including coasts, rivers and  the Water cycle  Locate and name areas of the UK  and identify their human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns; and  understand how some of these aspects have changed over time.  Types of settlements in Early Britain linked to History. Why did early people choose to settle there? | Human geography including trade between UK and Europe and ROW  Fair/unfair distribution of resources (Fairtrade)  Distribution of natural resources | Give extended descriptions of the physical features of different places around the world  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)  Describe how some places are similar and others are different in relation to their human features  Describe how some places are similar and others are different in relation to their physical features |
| Geographical skills & Enquiry (GSE)  *(mapping skills, fieldwork & communication)* | Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations. | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. | Use maps, atlases, globes and  digital/computer mapping (Google  Earth) to locate countries and  describe features studied.  Learn the eight points of a compass, 2 figure grid reference  (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey  maps) to build their knowledge of  the United Kingdom and the wider  world.  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 | Use maps, atlases, globes and  digital/computer mapping (Google  Earth) to locate countries and  describe features studied.  Revise the eight points of a compass, four-figure grid references. Use symbols and keys.  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 | Use maps, atlases, globes and  digital/computer mapping (Google Earth) to locate countries and describe features studied.  Extend to 6 figure grid references with teaching of latitude and longitude in depth. Use the eight  points of a compass, four-figure grid references,  symbols and key  (including the use of Ordnance Survey maps) to build their  knowledge of the United Kingdom in the past and present.  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 | Use maps, atlases, globes and  digital/computer mapping (Google  Earth) to locate countries and  describe features studied.  Expand map skills to include  non-UK countries. Revise and use  the eight points of a compass,  four and six-figure grid  references, symbols and keys to  build knowledge of wider world.  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 |