



Frimley Church of England School

Geography - Skills and Knowledge Progression



Intent

At Frimley, we believe it is important for children to develop a coherent knowledge and understanding of Britain and the world around them. Geography provides children with the opportunity to explore our local area, Britain and the wider world in more detail to enhance their locational and place knowledge as well as key geographical skills and terms. By looking at and comparing the physical, human, economic and environmental issues and features affecting each area of the world, children are able to develop a sense of the world around them and begin to understand how the choices they make have an impact on others around them.

Implementation

At Frimley, we extend their knowledge beyond the local area to explore Britain, Europe, The Americas and the wider world. Learning isn't just limited to inside the classroom, we utilise opportunities for outdoor learning too where children learn from first hand experiences through trips, visits and ICT experiences. Throughout Key Stage 2, children develop and build upon the geographical skills needed to raise and answer questions about locations all over the world. They develop key skills through the use of maps, atlases, aerial photographs and ICT based apps and websites. The right balance of knowledge and skills ensures that Geography is an accessible and interactive way of learning for all.

Impact

In classrooms you will see and hear:

- A sense of curiosity, enthusiasm and awareness of our local area and its place within the wider world.
- Children developing a deeper connection with and love of our world enabling them to understand the importance of looking after it so that future generations can enjoy the wonders it has to offer.
- Use of fieldwork and visual resources to develop subject knowledge and contextualise learning.
- Creative and engaging use of ICT to support the learning of Geography.

National curriculum expectations:

By the end of Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge	<ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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. 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)
Place knowledge	<ul style="list-style-type: none"> 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 or South America
Human and physical geography	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and field work	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

What Frimley offers to its pupils:

	Year 3	Year 4	Year 5	Year 6
Knowledge	An overview of the UK Local study – Frimley Climate and the weather Coasts	An overview of Europe Local study – Greece Rivers and the Water Cycle Earthquakes and Volcanoes	An overview of North and Central America Regional study - America Trade	An Overview of South America and the rest of the World Regional study: The Amazon Protecting the environment – How are we damaging our world and what are future implications?
Skills	<u>Contextual world knowledge:</u> Identify and locate the UK and its capital city and surrounding seas. Know and locate some environmental regions, key physical and human characteristics, countries and major cities of the UK.	<u>Contextual world knowledge:</u> Identify and locate major European countries, capital cities and surrounding seas. Identify and locate at least one non EU country. Know and locate some environmental regions, key physical and human characteristics, countries	<u>Contextual world knowledge:</u> Identify and locate all countries in North and South America , capital cities and surrounding seas. Locate some environmental regions, key physical and human characteristics, countries and major cities of North and South America	<u>Contextual world knowledge:</u> Identify and locate a range of countries and significant geographical features in the UK, Europe, North and South America and the wider world. Know the position and significance of global features, e.g. latitude, longitude, Equator, etc.

	<p><u>Geographical understanding:</u> Describe geographical patterns of places & features using words and diagrams. Use some subject-specific vocabulary. Describe and compare places. Suggest simple solutions to geographical issues.</p> <p><u>Geographical enquiry:</u> Identify elements of a geographical enquiry. Gather data using measurements e.g. a metre ruler to measure straight distances.</p> <p><u>Geographical enquiry:</u> Present geographical information and data using bar charts, pictograms, tables. Interpret and compare geographical information and data using scaled bar charts, pictograms, tables and graphs</p> <p><u>Making and interpreting maps:</u> Draw sketch maps of places and routes Begin to use some symbols when drawing and using maps</p> <p><u>Mapping skills – direction</u> Use simple compass directions (N, S, E & W) and locational and directional language to give & follow directions on a map.</p>	<p>and major cities of Europe making comparisons with the UK.</p> <p><u>Geographical understanding:</u> Describe geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language Compare places and / or geographical features Describe how places change Identify some links between people and environments Suggest simple solutions to geographical issues Offer reasons for own views and judgements about places and environments</p> <p><u>Geographical enquiry:</u> Identify elements of a geographical enquiry and suggest how some data and information might be collected from primary and secondary sources Gather identified information and data accurately using measurements e.g. a metre rule, long tape measure, or trundle wheel to measure straight distances accurately.</p> <p><u>Geographical enquiry:</u> Present geographical information and data using bar charts and time graphs, pictograms and tables</p>	<p>making comparisons with the UK and Europe. Know the position and significance of global features such as latitude, longitude, Equator, etc.</p> <p><u>Geographical understanding:</u> Suggest simple reasons for why places / features / patterns are like they are, using subject-specific vocabulary, appropriate diagrams and maps. Identify some reasons why places / features / patterns change. Explain how changes affect the lives and activities of people. Explain some of the links between people, places and environments. Offer reasons for own views & recognise that other people may hold different views</p> <p><u>Geographical enquiry:</u> Pose questions to focus a geographical enquiry Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording</p> <p><u>Geographical enquiry:</u> Draw graphs of geographical information using a ruler accurately Complete, read & interpret geographical information presented in tables</p> <p><u>Organisation and communication:</u></p>	<p><u>Geographical understanding:</u> Suggest simple reasons for why places / features / patterns are like they are, using subject-specific vocabulary, appropriate diagrams and maps. Explain some detailed reasons for the similarities and differences between places. Identify some reasons why places / features / patterns change. Explain how changes affect the lives and activities of people. Explain some of the links between people, places, environments. Suggest valid solutions to geographical issues. Offer reasons for own views & recognise that other people may hold different views.</p> <p><u>Geographical enquiry:</u> Pose questions to focus a geographical enquiry Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording Use a variety of forms of data collection accurately including sketch maps and digital technologies</p> <p><u>Geographical enquiry:</u> Draw graphs of geographical information using a ruler accurately</p>
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	<p><u>Location:</u> Use the contents and index pages of atlases</p> <p><u>Mapping skills – scale</u> Use a scale bar to draw and measure straight distances on a map.</p>	<p>choosing the most appropriate method. Interpret and compare geographical information and data using scaled bar charts, pictograms, tables and graphs</p> <p><u>Organisation and communication:</u> Communicate knowledge clearly, using paragraphs to organise ideas. Use and spell geographical terms accurately</p> <p><u>Making and interpreting maps:</u> Draw sketch maps of places and routes that show some understanding of scale and direction Begin to use some symbols when drawing and using maps</p> <p><u>Mapping skills – direction</u> Use simple compass directions (N, S, E & W) and locational and directional language to give & follow directions on a map.</p> <p><u>Location:</u> Use four grid references to specify position on maps of different scales including Ordnance Survey maps Use the contents and index pages of atlases</p> <p><u>Mapping skills – scale</u> Use a scale bar to draw and measure straight distances on a map</p>	<p>Produce structured informed responses that involve thoughtful selection and organisation of relevant geographical information</p> <p><u>Making and interpreting maps:</u> Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols Understand the significance of lines of latitude, longitude and the Northern and Southern Hemispheres including time zones and day and night</p> <p><u>Mapping skills – direction</u> Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork</p> <p><u>Location:</u> Identify lines of latitude, longitude and the Northern and Southern Hemispheres Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns</p>	<p>Complete, read & interpret geographical information presented in tables</p> <p>Convert raw geographical data to percentages and use this for comparative purposes Interpret and construct pie charts (including calculating angles from percentage data) and line graphs and use these to solve problems Know when it is appropriate to find the mean as an average of geographical data, calculate it and interpret it</p> <p><u>Organisation and communication:</u> Produce structured informed responses that involve thoughtful selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly, with ideas linked across paragraphs</p> <p><u>Making and interpreting maps:</u> Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols Understand the significance of lines of latitude, longitude and the Northern and Southern Hemispheres</p>
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