

Overview of progression in Geography – Church Preen Primary School

	KS1	Year 3 & 4 (LKS2)	Year 5&6 (UKS2)
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment.</p> <p>. Children can:- .Name and locate the World’s seven continents and five oceans.</p> <p>. Name,locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p>Building on KS1 Knowledge of the UK, Children begin to explore more of the world.</p> <p>Children can:- . Understand how the world has zones and the significance of those zones. .Locate places and features accurately on maps also becomes a focus. . Extend their knowledge of the local area to include the UK, Europe, North and South America. . Develop contextual knowledge of the location of globally significant places both on land and sea. . Name and locate counties and cities of the United Kingdom.</p>	<p>Compared to LKS2, children focus more on finding locations outside the UK.</p> <p>.Children can: Begin to explore eastern Europe as well as returning to familiar locations in North and South America. . Use their knowledge of longitude, latitude, coordinates and indexes to locate places. .</p>
Place knowledge	<p>Children begin to compare places in the United Kingdom with a place outside the United Kingdom.</p> <p>They learn to apply the skills of observing similarities and differences to places as well as people.</p>	<p>Children build on the observational skills in KS1 so they develop the ability to compare regions, by focusing on specific features.</p> <p>. Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and compare this with a region elsewhere in the world, including North or South America and Europe.</p>	<p>Children further develop their analytical skills by comparing areas in the UK with areas outside of the UK.</p> <p>. They will have deeper knowledge of diverse places, people, resources, natural and human environments. . They can make links to places outside of the UK and where they live. .Children are encouraged to conduct independent research, by asking and answering questions.</p>
Human and Physical Geography	<p>Building on EYFS knowledge of how environments may vary, children begin to learn about the physical and human features of geography.</p> <p>. identify seasonal and daily weather patterns in the UK . Identify the location of hot and cold areas of the world in relation to the Equator and South Poles . use basic geographical vocabulary to refer to key physical and human features.</p>	<p>At this stage, the children develop a better understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance.</p> <p>. They learn about extreme weather (hurricanes, floods) the processes involved and the causes and effects of extreme weather both in a local and global context. . They begin to think about and understand the impact of humans on the earth in terms of land use, settlements and their impact on climate change.</p>	<p>In UKS2, children deepen their understanding of the difference between physical and human geography, providing their own examples.</p> <p>They:- . Develop their ability to recognise and identify key physical and human geographical features, how these are interdependent and how they bring about spatial variation and change over time. (e.g. rivers and mountains.)</p> <p>.Explore human geography and the impact humans have on the world. . Focus on trade links, natural resources and the distribution of these around the world.</p>

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<p>Geographical skills and Fieldwork</p>	<p>Building on the EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. They begin to look at how the environment has changed over time. .Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. . use simple compass directions to describe the location of features and routes on a map. . devise a simple map, and construct basic symbols in a key. .Use simple fieldwork and observational skills to study the geography of the surrounding area.</p>	<p>Children further develop their map skills. They will be able to identify features on a map through the use of symbols and keys. .Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. .Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. .They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and geographical information systems. .They are beginning to learn how to read and use OS maps. .Use fieldwork to observe and present human and physical features in the local area using sketch maps, plans and digital technologies.</p>	<p>Children build further on their map skills by communicating locations through grid references and coordinates. They can explain what makes a good map symbol and why. .They can use the eight points of the compass, four and six figure grid references. Children will become confident at collecting, analysing, and communicating a range of data. . They can use fieldwork to observe, measure, record and present human and physical features to build their knowledge of the local area and compare and apply this to other areas in the United Kingdom and the wider world.</p>
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