



Honington CEVCP School

Geography Progression of Skills

The document below has been designed to show how we will cover all of the relevant Geographical knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.

Year Group	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> To understand where I live in the local area. To locate our school in our local area. To understand what weather forecasts show. To understand what a cold area of the world is like. To understand what an 'aerial view' shows. 	<ul style="list-style-type: none"> To understand the differences between a town and the countryside. 	<ul style="list-style-type: none"> To understand what the weather is like in our country. To understand the different seasons in a year. To understand the dangers of weather. To understand what hot and cold countries are like (Inuits) 	<ul style="list-style-type: none"> To draw a simple map. To understand what our classroom looks like. To understand the route that we take to school. To begin to recognise map symbols. To use simple compass directions and locational/directional language
<ul style="list-style-type: none"> 2 	<ul style="list-style-type: none"> To understand what seaside holidays and resorts were like (past and present). To name the countries of the UK. To identify key features of the countries of the UK. To name capital cities of the UK. 	<ul style="list-style-type: none"> To compare what life is like in different cities (compare to a UK city). To understand where India is in the world. 	<ul style="list-style-type: none"> To understand some of the main animals which live in India To use a map to find seaside locations. To use keywords to describe seaside locations. To describe a seaside town in the UK 	<ul style="list-style-type: none"> To use a map

<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • To understand what life is like for people in China. • To compare schools in China to schools in the UK. • To understand what Chinese culture is like. • To understand the different types of farming in China. • To compare our lives to a child's life from Kenya. • To understand what life is like for people living in Kenya. 	<ul style="list-style-type: none"> • To understand the differences between hot and cold islands across the world. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 3 	<ul style="list-style-type: none"> • To identify areas of the world containing extreme heat or cold • To describe the key aspects of different climates. • To name and locate the countries and cities of the UK. • To name and locate some of the Counties of the UK. • To name and locate areas of high ground in the UK. • To describe how the UK has changed over time. 	<ul style="list-style-type: none"> • To compare two different ways of life (people and places) with our own life 	<ul style="list-style-type: none"> • To describe what geographical features are found in regions with extreme heat and cold • To explain environmental issues threatening plant and wild life in different regions 	<ul style="list-style-type: none"> • To use maps, atlases and digital mediums to identify areas of the world containing rainforests. • To use maps, atlases and digital mediums to name and locate the countries and cities of the UK. • To use maps, atlases and digital mediums to name and locate specific UK landmarks • To use maps, atlases and digital mediums to name and locate some of the counties of the UK.
<ul style="list-style-type: none"> • 4 	<ul style="list-style-type: none"> • To locate the world's countries focusing on the UK, Europe, North and South America 	<ul style="list-style-type: none"> • To compare the physical geography of a region of the UK and a region of a European Country and a region within North or South America 	<ul style="list-style-type: none"> • To explain why settlements develop in certain locations. • To explain why settlements develop in certain locations and to identify my own needs. 	<ul style="list-style-type: none"> • To use maps, atlases and digital mediums to identify settlements build by invaders. • To use maps, atlases and digital mediums to identify links between settlements • To use 4 point compass, 4

				figure grid references, symbols and keys
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<ul style="list-style-type: none"> • 			<ul style="list-style-type: none"> • To compare land use in different settlements. • To create a map of a settlement. 	
<ul style="list-style-type: none"> • 5 	<ul style="list-style-type: none"> • To explain how electricity is generated and distributed (Dungeness). • To identify the countries and capital cities of Western Europe. • To locate the world's countries - focus on Russia and America linked to space race • Identify the position and significance of latitude, longitude, equator, hemisphere, tropics, Arctic and Antarctic circles and time zones 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through study of human and physical geography of regions, including in the UK, Europe and the Americas 	<ul style="list-style-type: none"> • To compare and contrast physical geographical features and human land use in the UK, Europe and the Americas 	<ul style="list-style-type: none"> • To find information in an atlas using the index. • To use a key to describe the features on a physical map. • To use the eight compass points to describe routes on a map. • To use four or six-figure grid references to locate places on a map. • Observe, measure, record and present human and physical features in the local area

<ul style="list-style-type: none"> 6 	<ul style="list-style-type: none"> To locate the key rivers of the UK and the World. To identify the countries and capital cities of North and South America. To understand how coastal features are formed. To use 8 points of a compass and 6 figure grid references To link compass directions with degrees on a compass To work out scale on a compass To know the specific location and environments of places studied 	<ul style="list-style-type: none"> To identify, compare and contrast North and South America. To recognise how places fit within a wider geographical context and are interdependent 	<ul style="list-style-type: none"> To identify, describe and explain several reasons for how and why places are similar and different from other places in the same country and elsewhere in the world to understand geographical similarities and differences through study of human and physical geography in the UK, a European country and a region within North or South America 	<ul style="list-style-type: none"> To devise own method of recording To draw conclusions from own data collected
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To identify coastal features of the UK and how they have changed. • To explain how borders (UK/European) have changed over time. 	<ul style="list-style-type: none"> • geography of North American regions with that of our own area. • To plan a trip to North America (e.g. Orlando/Harry Potter World). • To create a travel guide for a trip to North America. 	<ul style="list-style-type: none"> • damming rivers (holding back floods). • To explain how water and weather can change the landscape. • To explain how and why landscapes change over time. • To predict how physical and human factors might change the landscape in the future. 	<ul style="list-style-type: none"> •
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