

Crawley Ridge Junior School Skills Progression

Geography

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	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 Fieldwork	<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 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.

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	Year 3	Year 4	Year 5	Year 6
Themes	Continents Settlements Science- Living Things	One World: Camberley, Kenya and our European Neighbours Greece Habitats around the world: polar, tropical, desert	Rivers Egypt Physical geography study of Portsmouth and the Solent	Volcanoes Earthquakes
Locational and place knowledge	Locate and name the countries making up the British Isles, with their capital cities.	Locate and name the main counties and cities in and around Camberley.	Name and locate regions of the U.K and their major cities.	Name and locate counties of the U.K.
Key topographical features include hills, mountains, coasts and rivers.	Locate and name the continents on a World Map. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Identify topographical features such as largest ocean in the world, largest deserts, highest mountains. Identify the position and significance of Equator, N. and S. Hemisphere, Arctic and Antarctic. Identify Tropics of Cancer and Capricorn.	Locate the main countries of Europe. Identify some capital cities of Europe and beyond. On a world map, locate areas of similar environmental regions such as climate zones, biomes and vegetation belts Identify key topographical, physical and human characteristics of the locality and compare with another. Revise the position and significance of Equator, N. and S. Hemisphere. Revise Tropics of Cancer and Capricorn.	Name and locate an increasing range of places in the world including globally and topically significant features. On a world map, identify mountainous regions and flood plain. Identify and compare environmental, physical and human characteristics of key places beyond the locality. Revise the position of tropics of Cancer and Capricorn. Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and	Name and locate an extensive range of places in the world including globally and topically significant features and events. On a world map, pinpoint earthquake and volcanic regions. Identify and compare environmental, physical and human characteristics of key places globally. Revise the position and significance of latitude, longitude, tropics of Cancer and Capricorn. Identify volcanic and earthquake regions.

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	Key places: Our locality within the U.K, Europe and the World.	Key places: Camberley, London, Paris, Greece	time zones (including day and night) Key places: Egypt, Portsmouth and the Solent	Key places: Earthquake and volcanic regions, South America.
Human and physical geography	<p>Recognise land uses. Make links between people and how they live in their environments.</p> <p>Use geographical language to describe some aspects of physical features such as climate zones, biomes and vegetation belts.</p> <p>Use geographical language to describe some aspects of human features such as types of settlement and land use.</p>	<p>Identify changes in features and land use over time, locally. Make links between people and how they live in their environments, including changes over time.</p> <p>Use geographical language to describe and explain physical features and patterns such as climate zones, biomes and vegetation belts and the water cycle.</p> <p>Use geographical language to describe some aspects of human features such as settlement and types of economic activity.</p>	<p>Identify land use patterns in the U.K</p> <p>Use geographical language to describe and explain key aspects of physical features and patterns such as rivers, mountains and flood plains.</p> <p>Use geographical language to describe aspects of human features such as settlement and the distribution of water and natural resources.</p>	<p>Compare land use patterns globally.</p> <p>Use geographical language to describe and explain key aspects of physical features and patterns such as tectonic plates, earthquake and volcanic regions.</p> <p>Use geographical language to describe some aspects of human features such as economic activity, including trade links, and the distribution of natural resources including energy and minerals.</p>

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Geographical map skills	Be aware of 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Begin to use 4 compass points. Use letter/no. co-ordinates to locate features on a map confidently.	Use the 4 points of the compass to orientate themselves. Be aware of 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map.	Use the eight points of the compass to orientate themselves, give and follow directions. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
	Make a map of a short route experienced, with features in correct order. Identify smaller and larger scale maps.	Make a map of a short route experienced, with features in correct order; Draw a simple scale map.	Begin to interpret thematic maps/globes.	Confidently interpret thematic maps/globes.
	Use some standard key symbols	Begin to use a key on an O.S map.	Confidently draw a simple, scale map	Draw maps and plans in a range of scales.
	Locate places on larger scale maps, aerial photos and globes. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps and globes. Follow a route on a large- scale map. (e.g. whilst orienteering) Identify features on an aerial photograph.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Egypt, OS map to find local village.)	Follow a short route on an OS map. Describe features shown on OS map. Select and use a range of maps for specific purposes.
	Begin to use atlases to locate places and research basic information.	Use atlases confidently to locate places and research basic information.	Use atlases to research specific information.	Use atlases confidently to research specific information.

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Environmental Factors	Identify how people both damage and improve the environment.	Explain how people try to sustain environments.	Explain the effect of pollution in rivers and describe how the River Thames is managed and used. Assess what makes it a suitable habitat and what could be done to improve it	Evaluate the impact of environmental schemes in place to sustain or improve the environment.
Field Work and Data handling	<p>Make annotated drawings and field sketches to record observation</p> <p>Draw freehand maps of routes, and selected geographical information on a map or large-scale plan using a simple key.</p> <p>Use simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey) to collect qualitative data.</p> <p>Develop a simple method of recording their feelings about a place or site</p>	<p>Make detailed annotated drawings and field sketches to record observations.</p> <p>Record geographical information on a map or large-scale plan, using colour or symbols and a key</p> <p>Take digital photos/audio recordings for a specific purpose (e.g. traffic noise) Annotate photos with labels or captions.</p> <p>Design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</p> <p>Collect, analyse and present quantitative data in charts and graphs.</p>	<p>Make detailed annotated drawings and field sketches to record observations.</p> <p>Relate large-scale plans to the fieldwork site, identifying relevant features.</p> <p>Record geographical information on a map or large-scale plan, using colour or O.S symbols and a key.</p> <p>Take digital photos and annotate them with specific information.</p> <p>Collect, analyse and present quantitative data in charts and graphs.</p> <p>Design and use a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)</p>	<p>Make detailed annotated drawings and field sketches to record observations.</p> <p>Relate large and small scale plans to the fieldwork site, identifying relevant features.</p> <p>Record geographical information on a map or large-scale plan, confidently using colour or O.S symbols and a key.</p> <p>Take digital photos and annotate them with specific information.</p> <p>Collect, analyse and present quantitative data in charts, graphs and spreadsheets as appropriate to the task.</p> <p>Confidently use standard field sampling techniques</p>

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		Design and conduct interviews (e.g. to investigate which school/local spaces and places children value)	Use standard field sampling techniques appropriately (e.g. taking water samples from a stream)	appropriately (e.g. taking water samples from a stream)
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