

# St. Mary's Catholic Primary School

## Geography Knowledge & Skills Progression

### Early Years

|                         | Locational Knowledge  | Knowledge of Places  | Human & Physical Geographical Knowledge   | Using Maps   |
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| Relevant ELG            | ELG: The natural world Explore the natural world around them, making observations and drawing pictures of animals |  | ELG: People, culture and communities Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps                                     |  |
|                         |   |  | ELG: The natural world Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. |  |
| KSI Readiness Objective | <ul style="list-style-type: none"> <li>Know where they live</li> <li>Know how they travel to school</li> </ul>    | <ul style="list-style-type: none"> <li>Talk about some of the differences they notice when they are in different places</li> <li>Talk about places when looking at books and watching tv/videos</li> <li>Talking about places they have been to                             <ul style="list-style-type: none"> <li>Talk about places in stories</li> </ul> </li> <li>Using language that relates to place</li> </ul> | <ul style="list-style-type: none"> <li>Recognise elements of their environment that are manmade and natural</li> </ul>  | <ul style="list-style-type: none"> <li>Make maps from stories</li> <li>Follow simple maps in play</li> </ul> |

### Key Stage One

| Year | Term               | Unit             | Locational Knowledge | Place Knowledge | Human & Physical   | Skills & Fieldwork |
|------|--------------------|------------------|----------------------|-----------------|--|--------------------|
| One  | Learning Block One | The Four Seasons |                      |                 | <ul style="list-style-type: none"> <li>I know what seasons are and how they relate to the months of the year.</li> <li>I can describe the features of each of the seasons using appropriate vocabulary to</li> <li>describe weather patterns.</li> </ul> |                    |

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|     |                      |                        |  |  | - I can compare the four seasons.   |  |
| One | Learning Block Three | Around the World       | <ul style="list-style-type: none"> <li>- I know that France is a country in Europe.</li> <li>- I know that China is a country in Asia.</li> <li>- I know that Australia is the name of both a country and a continent.</li> <li>- I know that Kenya is a country in Africa.</li> <li>- I know that the USA is a country in North America.</li> <li>- I know that Brazil is a country in South America.</li> <li>- I know that there are no countries in Antarctica.</li> </ul> |  | <ul style="list-style-type: none"> <li>- I can identify and describe some key human and physical features of countries in each of the continents.</li> <li>- I can use words such as city, beach, mountain and lake to describe features of a place.</li> <li>- I know that some countries are hot countries and some countries are cold countries.</li> </ul>  | <ul style="list-style-type: none"> <li>- I can identify the UK and France on a map of Europe.</li> <li>- I know that the lines within a map denote country borders.</li> <li>- I can locate the seven continents on a world map.</li> </ul>  |
| Two | Learning Block Two   | Let's go to the Arctic | <ul style="list-style-type: none"> <li>- I know the names of the countries in the Arctic Circle.</li> </ul>  | <ul style="list-style-type: none"> <li>- I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland.</li> </ul> | <ul style="list-style-type: none"> <li>- I can use photos to identify geographical features of towns in the Arctic Circle.</li> <li>- I can describe what the weather is like in the Arctic.</li> <li>- I know that the seasons in the Arctic are different to the seasons we have.</li> <li>- I know that winter lasts longer in the Arctic than in other parts of the world.</li> <li>- I can sort photographs to compare Arctic summer and winter.</li> <li>- I can describe the physical features of the</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify the Arctic Circle on a world map and a globe.</li> <li>- I can identify the countries of the Arctic Circle on a world map.</li> <li>- I can mark a map of the Arctic to show where different Arctic animals live.</li> </ul> |

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|     |                     |            |  |  | <p>Arctic, including glaciers, sea ice and icebergs.</p> <ul style="list-style-type: none"> <li>- I can name some animals that have adapted to live in the Arctic environment.</li> <li>- I can describe the human features of cities in the Arctic Circle.</li> <li>- I know that Inuits are native people of the Arctic Circle.</li> <li>- I can describe some features of the Inuit way of life.</li> </ul> |   |
| Two | Learning Block Four | Map Makers |  |  |  | <ul style="list-style-type: none"> <li>- I know that there are lots of different types of maps and that they can be used for different purposes.</li> <li>- I can use simple compass directions and directional language to move around a map.</li> <li>- I can use aerial photographs and perspectives to recognise landmarks.</li> <li>- I can create an aerial view of our classroom.</li> <li>- I know that maps use keys to help identify features.</li> <li>- I can use a map of our local area to identify features.</li> <li>- I can use fieldwork and observational skills to study</li> </ul> |

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|  |  |  |  |  |  | my school and its surroundings.<br>- I can draw a map of my school, including a key.<br>- I can use Google maps to explore my school and local area.<br>- I can follow a map plan to make a 3D map. |
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## Key Stage Two

| Year  | Term               | Unit           | Locational Knowledge  | Place Knowledge | Human & Physical  | Skills & Fieldwork   |
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| Three | Learning Block Two | The Rainforest | <ul style="list-style-type: none"> <li>- I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map.</li> <li>- I can name continents and countries that have areas of rainforest.</li> </ul> |                 | <ul style="list-style-type: none"> <li>- I can define what a rainforest is.</li> <li>- I can locate areas of rainforest on a world map.</li> <li>- I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth.</li> <li>- I can describe the four layers of the rainforest and name some animals that live in each layer.</li> <li>- I know what the water cycle is.</li> <li>- I can explain the basic steps of the water cycle</li> </ul> | <ul style="list-style-type: none"> <li>- I can use a world map to find out the names of some countries that have rainforests in them.</li> <li>- I can sort countries into those that do and those that don't have areas of rainforest.</li> </ul> |

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|       |                     |                     |   |  | <p>using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>- I can explain why rain falls more often in rainforests than in other parts of the world.</li> <li>- I can use line graphs and bar charts to explore the climate of rainforests.</li> <li>- I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years.</li> <li>- I can compare daily life for people living in rainforest tribes with that of people living in modern society.</li> <li>- I know what deforestation is and why it is happening.</li> <li>- I can describe the impact deforestation has on local wildlife and the environment.</li> <li>- I can describe ways in which steps are being taken to protect rainforests from deforestation.</li> </ul> |  |
| Three | Learning Block Four | Investigating India | <ul style="list-style-type: none"> <li>- I know that India is a country in Asia.</li> <li>- I know that New Delhi is the capital of India.</li> <li>- I know that India is in the Northern Hemisphere.</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify similarities and differences in the human and physical geography of the UK and India.</li> </ul> | <ul style="list-style-type: none"> <li>- I know that India is one of the most populated countries in the world.</li> <li>- I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and tropical wet climates,</li> </ul>  | <ul style="list-style-type: none"> <li>- I can locate India on a world map.</li> <li>- I can use a climate map with a key to identify different climates in India.</li> <li>- I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India.</li> </ul> |

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|      |                    |           |  |  | <p>and I can explain what each of these climates is like.</p> <ul style="list-style-type: none"> <li>- I know what a monsoon is.</li> <li>- I can explain how a mountain is formed.</li> <li>- I know that there are five different types of mountain formations.</li> <li>- I can name and locate some of the major mountain ranges in India, and explore facts about each one.</li> <li>- I know that the Ganges River and Narmada River are two of the major rivers in India.</li> <li>- I can explain some of the features of the Ganges and Narmada rivers.</li> <li>- I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai.</li> <li>- I can explore and describe some features of Indian culture and how this has influenced the wider world.</li> </ul> | <ul style="list-style-type: none"> <li>- I can use the street view function on Google maps to explore the human and physical features of cities in India.</li> <li>- I can use population density maps to compare the populations of India and the UK.</li> </ul> |
| Four | Learning Block One | Volcanoes | <ul style="list-style-type: none"> <li>- I know that the equator separates the Northern and Southern Hemispheres.</li> <li>- I know that the capital of Hawaii is Honolulu.</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area).</li> </ul> | <ul style="list-style-type: none"> <li>- I can describe what a volcano is.</li> <li>- I know some facts, such as the height and age of some of the world's most famous volcanoes.</li> </ul>   | <ul style="list-style-type: none"> <li>- I can locate volcanoes on a world map.</li> <li>- I can use a key to label the world's tectonic plates on a map.</li> </ul>  |

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|  |  |  |  |  | <ul style="list-style-type: none"><li>- I can explain why a volcano erupts.</li><li>- I know that ash, gas, lava and rocks are released when a volcano erupts.</li><li>- I can explain how a volcano eruption affects the local people and environment.</li><li>- I know some of the strategies put in place to help people survive when they are near a volcano eruption.</li><li>- I can explain the difference between a composite, shield and dome volcano.</li><li>- I can explain the difference between a dormant, active and extinct volcano.</li><li>- I know what tectonic plates are.</li><li>- I know that most world's volcanoes are found at the boundaries of tectonic plates.</li><li>- I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur.</li><li>- I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why</li></ul> | <ul style="list-style-type: none"><li>- I can name countries and continents that sit on different tectonic plates.</li></ul> |
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|      |                      |                        |  |   | <p>people choose to live near volcanoes.</p> <ul style="list-style-type: none"> <li>- I can identify some of the animals and plants that live in volcanic areas.</li> <li>- I can describe some of the human and physical features of Hawaii, a volcanic area.</li> <li>- I can carry out my own research about a particular volcano.</li> </ul>  |  |
| Four | Learning Block Three | Countries of the World | <ul style="list-style-type: none"> <li>- I can name the seven continents of the world independently.</li> <li>- I can compare the seven continents by size, number of countries and population.</li> <li>- I can name several different countries in each continent.</li> <li>- I can name some major capital cities of the world.</li> <li>- I know where the North and South Poles are.</li> </ul> | <ul style="list-style-type: none"> <li>- I can compare two different countries and state their similarities and differences.</li> </ul> | <ul style="list-style-type: none"> <li>- I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical.</li> <li>- I can describe what some of the climate zones of the world are like.</li> <li>- I can identify key physical features of the seven continents, including the tallest mountain and longest river in each.</li> <li>- I can describe the difference between human and physical geography.</li> <li>- I can use a variety of sources to find out about the physical and human geography of a particular country.</li> </ul> | <ul style="list-style-type: none"> <li>- I can label each of the seven continents on a world map.</li> <li>- I can locate countries in a particular continent on a world map.</li> <li>- I can use given clues to help me locate a country on a world map.</li> <li>- I know that I can use an atlas and the internet to find where countries are located in the world.</li> <li>- I can use a climate zone map to identify what a country's climate is like.</li> <li>- I can locate major capital cities of the world on a map.</li> </ul> |
| Five | Learning Block Two   | Extreme Earth          | <ul style="list-style-type: none"> <li>- I know where some places of extreme temperature are located.</li> </ul>   |   | <ul style="list-style-type: none"> <li>- I know that the first layer of the Earth's atmosphere is called the troposphere and</li> </ul>   |  |



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|  |  |  |  |  | <p>that it is here that weather occurs.</p> <ul style="list-style-type: none"><li>- I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them.</li><li>- I can explain what a drought is and some of the causes and effects.</li><li>- I can explain why some areas get more rain than others in relation to the water cycle.</li><li>- I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards.</li><li>- I can describe the effects of extreme weather phenomena on the environment and people affected.</li><li>- I can use plate tectonics to describe what earthquakes are and why they happen.</li><li>- I know what the Richter scale is.</li><li>- I can describe the effects of earthquakes on the environment and people affected.</li><li>- I know that tsunamis occur when there are</li></ul> |  |
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|      |                     |                   |   |   | <p>earthquakes on the ocean floor.</p> <ul style="list-style-type: none"> <li>- I can describe what happens when a volcano erupts.</li> </ul>   |   |
| Five | Learning Block Four | Natural Resources | <ul style="list-style-type: none"> <li>- I know that the equator separates the Northern and Southern Hemispheres.</li> </ul>  | <ul style="list-style-type: none"> <li>- I can identify parts of the world where wood is produced, and consider some of the problems associated with its production.</li> </ul> | <ul style="list-style-type: none"> <li>- I can name many of the natural resources that are found in the UK.</li> <li>- I can name and describe some of the physical features of the UK including a variety of natural resources and explain how they are used.</li> <li>- I can name and describe some of the human features of the UK including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> | <ul style="list-style-type: none"> <li>- I can use fieldwork to observe where some of the UK's natural resources can be found.</li> <li>- I can use fieldwork to identify different examples of land use in my local area.</li> <li>- I know that I can use an atlas, digital mapping and the internet to find where countries are located in the world and describe the features found.</li> </ul> |
| Six  | Learning Block One  | Our Local Area    | <ul style="list-style-type: none"> <li>- I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time.</li> <li>- I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons.</li> </ul> |   | <ul style="list-style-type: none"> <li>- I know the difference between high-order and low-order services in a settlement.</li> <li>- I know which products are exported from the UK, their value, their share of UK exports and the main importer countries.</li> <li>- I can name many of the natural resources that are found in the UK.</li> <li>- I can identify UK commodities that are made</li> </ul>  | <ul style="list-style-type: none"> <li>- I can use fieldwork to observe where some of the UK's natural resources can be found.</li> <li>- I can use fieldwork to identify different examples of land use in my local area.</li> <li>- I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model.</li> </ul>             |

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|     |                      |                       |   |  | <p>or produced in my local area.</p> <ul style="list-style-type: none"> <li>- I can describe land use around my school, explaining how I feel about different areas and what I would change.</li> <li>- I can compare local climate data with climate data for other parts of the UK.</li> <li>- I know how different winds can affect the climate of different parts of the UK.</li> </ul>  | <ul style="list-style-type: none"> <li>- I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me.</li> <li>- I can use fieldwork to gather information about the vegetation and wildlife of a local river.</li> <li>- I can use fieldwork to gather weather data about my local area.</li> <li>- I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.</li> <li>- I can use a topographical map to identify the major mountain ranges of the UK.</li> </ul> |
| Six | Learning Block Three | Exploring Scandinavia | <ul style="list-style-type: none"> <li>- I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.</li> </ul> | <ul style="list-style-type: none"> <li>- I can use graphs to compare the climates of London, Copenhagen and Umeå.</li> <li>- I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia.</li> </ul> | <ul style="list-style-type: none"> <li>- I can use photographs to describe what the landscape of Scandinavia is like.</li> <li>- I can suggest what the weather and climate in Scandinavia might be like based on its location in the world.</li> <li>- I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates.</li> <li>- I can describe the features of the different climate zones in Scandinavia.</li> </ul> | <ul style="list-style-type: none"> <li>- I can locate Scandinavia's countries and major cities on a map.</li> <li>- I can use a climate map to identify areas of different climates in Scandinavia.</li> </ul>  |

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|  |  |  |  |  | <ul style="list-style-type: none"><li>- I can use line graphs and bar charts to explore the climate of different cities in Scandinavia.</li><li>- I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains.</li><li>- I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences.</li><li>- I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy.</li></ul> |  |
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