

The Russell School. Progression of Knowledge and Skills- Geography

	A1	A2	SP1	SP2	SU1	SU2
Reception Concepts covered:	Geography: -Explore their place within the world looking at maps and sharing where they have been. Explore other countries and the important structures they might have as well as languages and weather. Compare this to their own experiences. Make links to their own local area. Learn about and create maps. To understand that environments in the wider world may vary and how we look after it e.g. recycling.					
Yr 1	History History of our school (people, places in our locality)	History Changes within living memory-Flight / space / communication	Geography Our school	History GFOL	Geography Countries, capitals and continents	Geography Wild Weather (big fieldwork focus)
NC			Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as an introduction to the countries, continents and oceans studied at this key stage	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Progression of knowledge and skills	out the past?		<p>Can I recognise similarities and differences in my immediate environment?</p> <p>Do I understand compass points N, S, E, W can be used to show direction?</p> <p><u>Skills:</u></p> <p>Can I talk about where I live?</p> <p>Can I observe and record?</p>		<p>Can I use basic geographical vocab to describe a place e.g town, village, house etc?</p> <p><u>Skills:</u></p> <p>Can I use maps, atlases and globes to locate places?</p>	<p>Can I ask questions about the weather and seasons?</p> <p>Can I express opinions about the seasons and relate changes in clothing and activities?</p> <p><u>Skills:</u></p> <p>Can I use fieldwork to observe, measure and record human and physical (features?)</p>
<p>Creative links / Personal development</p> <p>Enquiry questions.</p>			<p>Our school / Orienteering</p> <p><i>Where are the best places to play in our area? What helps us keep safe in our area? How can the Three Little Pigs choose the best place to build their houses?</i></p>		<p>Farm</p> <p><i>What is a continent? What is Europe like? How different is the UK to the Polar Regions?</i></p>	<p>Local Area Field Work Trip Ham House</p> <p><i>Does traffic go too fast near our school?</i></p> <p><i>What changes do we see in our country with each season? What questions can we ask about our locality? What happens to our weather - record in a chart?</i></p>
Yr 2	Crazy about castles History of Castles	Looking at local Geography Local area (Ham / Petersham, NSEW)	Wonderful Women History Significant individuals (Florence Nightingale)	Carnival Geography South America	Seaside Now and Then History Seaside / Transport	All Around our Country Geography UK – Countries, capitals and the coastline – fieldwork

NC		<p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Devise a simple map and use and construct basic symbols in a key. Use fieldwork to study the human and physical features</p> <p><u>Links to Y1 Su 2</u></p>		<p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>		<p>Use basic geographical vocabulary to refer to: key physical features of coasts, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>
Progression of knowledge and skills		<p>Building on year 1:</p> <p>Can I recognise similarities and differences in my immediate environment?</p> <p>Can I use basic geographical vocab to describe a place e.g town, village, house etc.</p>		<p>Can I compare and contrasting human and physical geography of UK and Brazil?</p> <p>Can I compare a local town in England with a contrasting city in Brazil by asking and answering geographical questions</p>		<p>Can I name and locate the countries making up the British Isles, with their capital cities?</p> <p>Can I locate and name the main river running through each country?</p> <p>Skills:</p> <p>Am I able to use Maps/Atlases and globes to</p>

		<p>Do I understand compass points N, S, E, W can be used to show direction</p> <p>Skills:</p> <p>Can I talk about where I live?</p> <p>Can I observe and record?</p>		<p>Can I use a globe to locate and name the continents of the world?</p> <p>Can I locate and label the 5 oceans?</p> <p>Skills:</p> <p>Am I able to use maps/atlasses and globes to locate the countries and describe the features studied?</p>		<p>locate the countries (revisiting the skill)?</p> <p>Can I use four points of the compass to build knowledge of the UK?</p>
<p>Creative links / Personal develo</p> <p>Enquiry questions</p>		<p>Richmond Park/Local Area</p> <p><i>What is a place? What is my connection to a place? What features of a place have changed?</i></p>		<p>Write to a school in South America?</p> <p><i>What is South America like? What is the same / different?</i></p>	<p>Seaside Trip</p>	<p>Teddington Lock</p> <p><i>What is the landscape around my local area like? What are the rivers like?</i></p>
Yr 3	History Significant Stone Age	Geography A spotlight on Richmond UK – contrasting areas – similarities, differences	History – Egyptians	Geography Our European Neighbours - Germany	History Romans	Geography Time on the Thames Local study Urban Vs rural
NC		<p>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</p>		<p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p>		<p>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.</p>

		of these aspects have changed over time		countries and describe features studied Locate the world's countries, using maps to focus on Europe (including the location of Russia)		Describe and understand key aspects of: physical geography (rivers)
Progression of knowledge and skills		<p>Can I locate the major cities in the UK?</p> <p>Can I use photographs to critically study the topographical features of an area of the UK?</p> <p>Can I study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the UK?</p> <p>Skills: Can I use the four compass points to build my knowledge of the UK and the wider world?</p> <p>Can I use the four grid references, symbols and keys to build my knowledge of the UK?</p>		<p>Can I locate the countries in Europe concentrating on their environmental regions?</p> <p>Skills: Can I use maps/atlasses to locate the countries in Europe concentrating on their key physical and human characteristics?</p> <p>Can I use digital and computer mapping to locate countries?</p> <p>Am I able to study maps to make assumptions about the different areas of Europe? e.g. using map keys to identify mountainous areas, urban</p>		<p>Can I describe physical features in the locality?</p> <p>Can I describe human features in the locality?</p> <p>Can I create maps and plans of the local area?</p> <p>Can I describe key aspects of the River Thames?</p>
<p>Creative links / Personal develo</p> <p>Enquiry questions</p>		<p>Richmond Town - how is it used?</p> <p><i>Where is this place? What is it like and why?</i></p>		<p><i>What is the same and different between the UK and?</i></p>		<p>School on the River</p> <p><i>What are the physical characteristics of the River Thames? How does the River Thames shape the surrounding landscape?</i></p>

						<i>How does the River Thames change throughout its course? How do people interact with the River Thames and surrounding landscape? Why is the River Thames liable to flooding? What is the role of the Thames Flood Barrier in preventing flooding? How does the Thames Flood Barrier work?</i>
Yr 4	History Anglo-Saxons	Geography Latitude / Longitude N/S Hemisphere – Rainforests Rock!	History Local study – link with Ham House	Geography Wacky weather and crazy climates!	History Greeks (In 24/24, this will be a local history King Athelstan / Coronation stone	Geography The water cycle and wetlands
NC		<p>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)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>		<p>Describe and understand key aspects of: physical geography, including: climate zones,</p>		<p>Describe and understand key aspects of: physical geography, including water cycle</p>

		European country, and a region within North or South America				
Progression of knowledge and skills		<p>Can I locate and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn?</p> <p>Skills:</p> <p>Can I use maps to locate the countries and major cities in South America concentrating on human and physical characteristics?</p> <p>Can I study the geographical similarities and differences through the study of human and physical geography of our local region and a region in South America?</p> <p>Can I raise questions about the different hemispheres and make predictions about how life will be different in the two hemispheres?</p>		<p>Do I have a basic understanding of what climate change is and means?</p> <p>Am I aware of the difference between climate and weather?</p> <p>Can I recognise that the Earth's climate is changing and that human activities are contributing towards this change?</p> <p>Skills:</p> <p>Can I ask questions about global warming and discuss the cause of it and research the implications?</p> <p>Can I reach reasoned and informed solutions and discuss the consequences for the future?</p>		<p>Can I explain the water cycle including the terms evaporation (from the sea/lakes) condensation, precipitation, run-off and groundwater?</p> <p>Am I able to discuss the different paths that water takes?</p> <p>Can I understand that a river basin is an area of land drained by a river and its tributaries?</p> <p>Can I identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline?</p> <p>Skills:</p> <p>Can I follow the course of a river from source to mouth while using a map?</p>
		<p>Horniman - virtual workshop</p> <p><i>Can you describe the key geographical features of</i></p>		<i>How does the climate affect the geography of...?</i>		<p>Wetland Centre</p> <p><i>How does a river change on its journey from source to</i></p>

		<i>the rainforest? What can you find out about the lives of rainforest tribes? Does temperature differ within Rainforests?</i>		<i>Does the climate affect where people live?</i>		<i>mouth? Will you ever see the water you drink again?</i>
Yr 5	History Vikings	Geography Arctic / Antarctic – Shackleton’s story	History Non-European study Early Islamic Civilization TEACH EGYPT IN 24/25	Geography Mountains, volcanoes and earthquakes	History Tudors	Geography Fair Trade
NC		<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,, Arctic and Antarctic Circle(including day and night)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>		Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes		<p>Describe and understand key aspects of: physical geography, including: biomes and vegetation belts</p> <p>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</p> <p>Locate the world’s countries, using maps to focus on Europe North and South America, concentrating on their environmental regions, key physical and human</p>

						characteristics, countries, and major cities
Progression of knowledge and skills	?	<p>Can I locate the major cities of the world and draw conclusions as to their similarities and differences?</p> <p>Can I identify the position and significance of the Arctic and Antarctic circles.(in relation to climate zones)</p> <p>Can I use and explain the term 'Climate zone' and identify them?</p> <p>Skills:</p> <p>Can I use maps to identify different climate zones?</p> <p>Can I explain the distribution of natural resources including energy of key places I study?</p>		<p>Can I describe and show an understanding of earthquakes linking to the key places I study?</p> <p>Can I describe an understanding of volcanoes to the key places I study?</p> <p>Can I answer questions about the food, minerals and water aspects of mountains?</p> <p>Skills:</p> <p>Can I use map keys to identify different mountainous and volcanic areas?</p>		<p>Can I understand and describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Can I understand the economic activity, including trade links of the key places I study?</p>
<p>Creative links / Personal develo</p> <p>Enquiry questions</p>		<p>Dress up Day - Explorers Greenwich Museum - Explorers and Polar Regions</p> <p><i>What do I know about Antarctica? What are its features? How do these relate to other places studied? What is the biome of the continent and its topography?</i></p>		<p><i>How is life affected for those who live near volcanoes and close to fault lines?? Why are mountains important? What key features can we identify on mountains?</i></p>		<p><i>What are the major biomes and what makes them different to one another?</i></p>

Yr 6	History Victorians – schooling, industrial revolution	Geography Biomes - Evolution and Inheritance	History WWII	Geography Link to WWII – Maps, atlases, globes, how battles changed human geography	Geography Coastal changes - link to IoW trip	History Crime and Punishment
NC		Describe and understand key aspects of: physical geography, including: biomes and vegetation belts		Locate the world's countries, using maps to focus on Europe North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	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 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	

Progression of knowledge and skills		<p>Do I understand the term 'biome' and can I use knowledge of this term to make suggestions for places in the world which may be biomes?</p> <p><u>Skills:</u></p> <p>Can I use maps to locate areas they think maybe biomes? e.g. very green areas, could be rainforests, flat pale ones could be deserts etc.</p> <p>Can I defend my reasoning using knowledge of maps?</p>			<p>Can I name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time?</p> <p><u>Skills:</u></p> <p>Can I use maps, atlases and digital/computer mapping to locate and describe features studied?</p> <p>Can I use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>	
<p>Creative links / Personal development</p> <p>Enquiry questions</p>		<p>Kew Gardens</p> <p><i>How are biomes being damaged? What is the Savannah? What affects an ecosystem?</i></p>			<p>IOW Residential</p> <p><i>What can I locate on a map using specific skills? What changes (physical and human) have occurred over time, what is the impact of this?</i></p>	