



Shortlanesend School

Geography Knowledge and Skills Progression

Geographical Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can find where I live on a map of the UK.</p> <p>I can point out the north pole and south pole on a globe or atlas.</p> <p>I can use positional vocabulary to describe where I am going or where something is located e.g. 'near, far, left, right and behind'.</p> <p>I can discuss what I can see on an aerial map.</p> <p>I can draw a simple map, using basic symbols as a key.</p> <p>SLE Super Challenge</p> <p>I can locate places where animals are endangered.</p>	<p>Build on Year 1 knowledge –</p> <p>I can describe where countries are in relation to the North and South pole.</p> <p>I can identify the four countries making up the United Kingdom.</p> <p>I can identify the capital cities of these places.</p> <p>I can name the continents of the world and find them in an atlas/on a map or globe.</p> <p>I can name the world's oceans and find them in an atlas/on a map or globe.</p> <p>I can point out where the equator is.</p> <p>I can discuss which places are hot and cold based on their position near the equator.</p> <p>I can identify where the World's Rainforests are in comparison to the equator.</p> <p>I can use positional language such as North, East, South and West to describe where things are or where I am going.</p>	<p>I can use maps and atlases to locate continents and specific countries.</p> <p>I can name a number of countries in the Northern Hemisphere.</p> <p>I can name and locate some well-known European countries.</p> <p>I can find and name rivers in the UK.</p> <p>I can use maps and atlases to locate volcanoes, naming where they are in the world.</p>	<p>I can locate and name neighbouring counties and cities around Cornwall.</p> <p>I can locate the Tropic of Cancer and the Tropic of Capricorn on a map.</p> <p>I can use appropriate symbols to represent different physical features on a map.</p> <p>I can locate the longest rivers in the world.</p> <p>I can recognise the 8 points of the compass.</p> <p>I can use 4 figure grid references to locate positions on a map.</p> <p>SLE Super Challenge</p> <p>I can design the map of a settlement from a time period I have studied and use appropriate symbols and keys.</p>	<p>I can name and locate many of the world's major rivers on maps.</p> <p>I can locate and name, counties and cities around the UK on a map, globe and in an atlas.</p> <p>I can use different types of maps to locate towns and describe locational features.</p> <p>I can use the 8 points of a compass to describe a planned route.</p> <p>SLE Super Challenge</p> <p>I can begin to recognise the climate of a given country according to its location on the map.</p>	<p>I can identify and name the Arctic Circle and Antarctic on a map, globe and in an atlas.</p> <p>I can locate the Northern hemisphere, Southern hemisphere, equator and lines of longitude and latitude on a map.</p> <p>I can locate and name the main countries of Europe and explain why and how countries changed as a result of a major world event (WW1).</p> <p>I can locate various island nations on a map, along with its capital city and various geographical features.</p> <p>I can use accurate keys and symbols when looking at OS maps.</p> <p>I can use 6 figure grid references to describe places and journeys.</p>



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	<p>I can construct a map and choose the most suitable symbols for a map key.</p> <p>I can find and discuss where I am going on a map, using known routes.</p> <p>SLE Super Challenge I can construct a map of my dream village.</p>				
Physical Geography					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can use geographical language to describe places on a world map (desert, sea, jungle).</p> <p>I can explain how the weather changes with each season. (Science link)</p> <p>I can begin to describe the differences between the UK and a non-European country.</p> <p>I can identify physical features of the local area on an aerial map.</p> <p>I can identify certain the characteristics of England, Scotland, Wales and Ireland</p> <p>I can name key physical features associated with a</p>	<p>I can describe a place (Africa) outside Europe using geographical words e.g. 'season, weather'.</p> <p>I can explain the main features of a hot and cold place.</p> <p>I can find some hot and cold places on a map.</p> <p>I can label images using physical geographical language. (Science link – habitats)</p>	<p>I can talk about some of the world's most famous volcanoes and mountains.</p> <p>I can describe how volcanoes are created.</p> <p>I can describe how earthquakes are created.</p> <p>I can explain how the water cycle works.</p> <p>SLE Super Challenge I can explain why some volcanoes are dormant.</p>	<p>I can compare the physical geographical similarities and differences of two contrasting places around the world.</p>	<p>I can explain what a climate zone is.</p> <p>I can explain how and why climates vary around the world.</p> <p>I can compare the geographical similarities and differences of different growing climates around the world.</p> <p>I can label the parts of a river.</p> <p>I can explain how a river is formed.</p> <p>I can explain why many cities of the world are situated by rivers and why people are attracted to live by them.</p>	<p>I can explain a biome is.</p> <p>I can explain what a vegetation belt is.</p> <p>I can give extended descriptions of the similarities and differences between biomes across the world.</p> <p>I can give extended descriptions of the physical features of two places around the world.</p> <p>I can compare the geography of a place in the UK to that of another contrasting place (Egypt/Seychelles) .</p> <p>I can describe the physical features of Egypt/Seychelles.</p>



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town near the beach e.g. 'beach, cliff, ocean and mountain'.				I can explain why water is such a valuable commodity.	<p>I can use maps, aerial photos, plans and web resources to describe what the locality of a place might be like.</p> <p>I can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.</p>
Human Geography					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can begin to explain why I would wear different clothes at different times of the year.</p> <p>I can explain what I might wear if I lived in a very hot or a very cold place.</p> <p>I can name key features associated with a town or village, e.g. 'church, farm, shop, house'.</p> <p>I can begin to describe the differences between the UK and a non-European country.</p>	<p>I can identify human features of the local area on an aerial map.</p> <p>I can describe some human features of their own locality, such as key places people visit.</p> <p>SLE Super Challenge I can begin to discuss if people ever spoil the local area. How.</p> <p>I can think about how people try to make the area better.</p>	<p>I can describe how volcanoes have an impact on people's lives.</p> <p>I can describe the difference between early settlements and towns today.</p> <p>I can describe why certain areas appealed to settlers.</p> <p>SLE Super Challenge I can explain where certain tribes originated from and why.</p>	<p>I can describe the main physical features of a well-known city. I can describe the main features of a village.</p> <p>I can list and describe different types of settlements in modern Britain.</p> <p>I can explain why people are attracted to live in cities/towns.</p> <p>I can explain why people may choose to live in a village rather than a city.</p> <p>SLE Super Challenge I can explain why some settlements were not static.</p>	<p>I can identify the different types of land use in the UK.</p> <p>I can explain where and how crops are grown and how climate affects the growth of different crops.</p> <p>I can understand how agriculture contributes to the economy.</p> <p>I can understand the impact that large companies have on the lives of their workers (Fairtrade).</p> <p>I can explain what a place might be like in the future, taking account of issues impacting on human features.</p> <p>SLE Super Challenge I can report on the effect</p>	<p>I can give an extended description of the human features of different places around the world and compare them to our own.</p> <p>I can describe the human features of Egypt/Seychelles.</p> <p>I can explain how natural resources were transported during past eras and compare it to today.</p> <p>I can describe how the effects of Industrialisation changed the landscape (eg Egypt – Aswan Dam)</p> <p>SLE Super Challenge I can explain how human activity has caused an environment to change. I can analyse data on the climate</p>



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				Fairtrade has on people's lives and our resources.	and report on findings and questions raised.
Geographical Enquiry					
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<p>I can answer questions about the weather.</p> <p>I can keep a weather chart.</p> <p>I can answer questions using a weather chart.</p>	<p>I can discuss things I see on their local visit.</p> <p>I can label a diagram or photograph using some geographical words.</p> <p>I can talk about an environmental issue I can see in their local area.</p> <p>SLE Super Challenge I can talk about the effects it could have on my local area.</p>	<p>I can compare data collected with data from another country.</p> <p>I can record my findings in an appropriate way.</p> <p>SLE Super Challenge I can form ideas about why this data is different.</p>	<p>I can analyse different sets of data from contrasting countries.</p> <p>I can present data I had collected in an accurate graph.</p> <p>SLE Super Challenge I can examine and interpret their data, drawing conclusions from it.</p>	<p>I can collect information about a place and use it in a report.</p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>SLE Super Challenge I can take into account the change in time zones.</p>	<p>I can ask questions relating to a popular debate and follow a line of enquiry.</p> <p>I can choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>I can make careful measurements.</p> <p>I can analyse this data and compare it to past data.</p> <p>SLE Super Challenge I can come to conclusions about the data, supporting these with geographical statements.</p>
Fieldwork					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can use directional vocabulary to find places in school.</p> <p>I can follow simple instructions to locate places in school.</p> <p>SLE Super Challenge</p>	<p>I can describe some physical features of their own locality.</p> <p>I can observe the area surrounding my school environment.</p> <p>I can explain what makes a locality special.</p>	<p>I can use digital technology to observe and record what I find and see.</p> <p>I can sketch a local hilly landscape.</p> <p>I can identify different types of rocks.</p>	<p>I can accurately measure and collect information (e.g. traffic survey).</p> <p>I can use observations of the local area to collect data.</p> <p>I can accurately note down what I see.</p>	<p>I can identify and sketch features of Truro.</p> <p>I can explain how buildings have changed over time.</p> <p>I can identify certain physical features and climates in the local area that would attract certain animals.</p>	<p>I can identify how the local area has changed.</p> <p>I can study a past census' data help us understand the changes that have happened in our local area.</p> <p>I can sketch places in the local area that there is still</p>



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I can begin to discuss the human and physical features I can see around my school.	SLE Super Challenge I can question what has changed in their local area. I can suggest what improvements could be made to their local area.	I can accurately use a rain gauge and decide the most appropriate units of measure. I can begin to take careful measurements. SLE Super Challenge I can use accurate geographical terms and vocabulary to describe what I see in their locality.	SLE Super Challenge I can correctly collect more than one form of data at a time.	I can collect and measure data in the local area. I can represent their data accurately, using graphs.	evidence of previous era occupancy. SLE Super Challenge I can verbalise why these changes have happened and consider the global causes of this.
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