



**St Anne's Catholic Primary School**  
**Skills and Knowledge Progression in Geography**



<b>Nursery</b>	<b>People, culture and communities</b>	<b>The natural world</b>	<b>Understanding the world</b>
	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands-on exploration of natural materials.            Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Describe a familiar route.            Discuss routes and locations, using words like 'in front of' and 'behind'.</p>
<b>Reception</b>	<b>People, culture and communities</b>	<b>The natural world</b>	<b>Understanding the world</b>
	<p>Explain some similarities and differences between life in this country and life other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in</p>	<p>Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



			the natural world around them, including seasons.	
<b>Year 1</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Weather and Seasons</b>	The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom and predict what the weather would be like in these countries.	The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world.	<p>Name and order the seasons.</p> <p>Identify differences between the types of weather experienced in different seasons in the UK.</p> <p>Identify how weather affects the environment, including local environment.</p> <p>Explain how the weather affects jobs.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Explain what a physical feature is and give some examples <i>e.g. season and weather.</i></p>	Observe and record daily weather patterns.



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



<p><b>United Kingdom</b></p>	<p>Locate the United Kingdom on a map.</p> <p>Name the four countries of the UK.</p> <p>Locate the four countries of the UK on a map.</p> <p>Name the capital cities of the UK.</p> <p>Locate the capital cities of the UK on a map.</p>	<p>The child can make observations about, and describe the United Kingdom on a variety of maps.</p>	<p>Explain what a physical feature is and give some examples <i>e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</i></p> <p>Explain what a human feature is and give some examples <i>e.g. city, town, village, factory, farm, house, office, port, harbour, shop, school.</i></p> <p>Describe the characteristics of the capital cities of the UK.</p> <p>Describe the characteristics of the four countries of the UK.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries.</p>
<p><b>Local Area</b></p>	<p>Locate St Anne's/Liverpool on a simple map.</p>	<p>Name the city/town and country they live in.</p> <p>Know if the local area is rural or urban.</p>	<p>Explain what a physical feature is and give some examples <i>e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</i></p> <p>Explain what a human feature is and give some examples <i>e.g. city, town, village, factory, farm, house, office, port, harbour, shop, school.</i></p>	<p>Use photographs to identify differences between urban and rural areas.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the local area.</p> <p>Record features of the school grounds and the local area.</p>



## St Anne's Catholic Primary School Skills and Knowledge Progression in Geography



				<p>Create a simple route around the school grounds.</p> <p>Recognise the symbols on a map of the local area.</p> <p>Use online mapping tools e.g. google maps, digimaps, to recognise landmarks and basic human and physical features of the school and the local area.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the school and the local area.</p> <p>Create a simple map (messy map) of the local area.</p> <p>Draw picture maps of imaginary places and from stories and use own symbols.</p> <p>Use locational and directional language e.g. near, far, left, right, up, down and begin to use simple compass directions (N, S, E, W) to describe the location and features of routes on a map.</p>
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## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



Year 2	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<h3>Continents and Oceans</h3>	<p>Locate the United Kingdom on a map.</p> <p>Name and locate the countries of the United Kingdom on a map.</p> <p>Name and locate the capital cities of the United Kingdom on a map.</p> <p>Locate Liverpool on range of map.</p> <p>Name and locate the seven continents on a map.</p> <p>Name and locate the five oceans.</p>	<p>Name the village/town, county, country and continent they live in.</p>	<p>Identify physical features of a continent including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</i></p> <p>Identify the human features of a continent including: <i>city, town, village, factory, farm, house, office, port, harbour, shop, school.</i></p>	<p>Use world maps, atlases and globes to identify the UK and its countries, the seven continents and oceans.</p> <p>Use positional language (N, S, E, W) to describe the location and features on a map.</p> <p>Use locational and directional language e.g. near, far, left right to describe the location of features.</p> <p>Use photographs to identify human and physical features of continents.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and human and physical features of places studied.</p> <p>Use online mapping tools e.g. google maps, digimaps, to recognise landmarks and basic human and physical features of places studied.</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



<p><b>Hot and Cold Places</b></p>	<p>Locate the Equator and North and South Poles on a map or globe.</p>	<p>The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator</p>	<p>Recognise the features of a hot and cold place.</p> <p>Identify physical features of a country including: <i>season and weather</i>.</p> <p>Identify hot and cold places in relation to the Equator and North and South Poles.</p> <p>Identify animals that live in a hot and cold place and explain how they adapt to living there.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>	<p>Use world maps, atlases and globes to identify hot and cold places in the world.</p> <p>Use photographs to recognise the features of a hot and cold place.</p> <p>Measure, record and present information about hot and cold places in the school.</p>
<p><b>Mugurameno Village, Zambia</b></p>	<p>Locate Zambia on a map or globe.</p> <p>Locate the village Mugurameno on a map.</p>	<p>Compare similarities and differences between the local area and Mugurameno, Zambia, including human and physical characteristics.</p>	<p>Identify key physical and human features of Zambia.</p> <p>Identify the use of the river by the locals in Mugurameno, Zambia.</p>	<p>Use positional language (N, S, E, W) to describe the location and features on a map.</p> <p>Use locational and directional language e.g. near, far, left right to describe the location of features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and human and physical features of places studied.</p>



## St Anne's Catholic Primary School Skills and Knowledge Progression in Geography



				<p>Use online mapping tools e.g. google maps, digimaps, to recognise landmarks and basic human and physical features of places studied.</p> <p>Use street maps and OS maps to identify features to help compare localities.</p> <p>Recognise the symbols on a map of the local area.</p> <p>Draw a map of a real or imaginary place and use symbols.</p> <p>Use world maps, atlases and globes to locate continents and countries e.g. Africa and Zambia.</p>
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## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



Year 3	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Climate Zones</b>	<p>Identify different lines of latitude, including the Equator on a map.</p> <p>Explain the significance of lines of latitude and the Equator.</p> <p>Identify the position and explain the significance of the Northern Hemisphere and the Southern Hemisphere.</p> <p>Locate different climate zones around the world and describe their location.</p> <p>Name and locate countries near the Equator.</p>	<p>Name the village/town, county, country, region and continent they live in.</p>	<p>Define the difference between weather and climate.</p> <p>Compare climate data for different locations (temperate and tropical climates) using simple graphs.</p> <p>Complete a bar graph to present climate data and analyse.</p> <p>Describe the weather of a typical day in a place with a contrasting climate.</p> <p>Identify key characteristics of different climate zones around the world.</p>	<p>Use the four points of a compass and begin to use 8 points of a compass to describe the location of climate zones and places.</p> <p>Use maps, atlases, globes and digital mapping to locate and describe countries and capital cities studied.</p> <p>Use maps with different scales and locate features on a map.</p> <p>Use photographs to recognise and describe different characteristics of different climate zones.</p>





**St Anne's Catholic Primary School**  
**Skills and Knowledge Progression in Geography**



	<p>Identify the position and explain the significance of the Arctic and Antarctic Circle.</p>			<p>Present climate data using graphs.</p> <p>Use four figure grid references and OS maps (symbols and key) to locate places in the UK with different weather patterns.</p> <p>Use large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500 and 1:10,000).</p>
<p><b>Volcanoes and Earthquakes</b></p>	<p>Name and locate volcanoes on a map.</p> <p>Name and locate the Earth's plates and label them on a map.</p> <p>Name and locate where famous earthquakes have occurred.</p>	<p>The child can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles when describing location of tectonic plates.</p>	<p>Label and explain the structure of the Earth.</p> <p>Describe what happens at the boundaries between the Earth's plates.</p> <p>Describe and explain the key features of a volcano.</p> <p>Understand the effects of a volcanic eruption and evaluate the advantages and disadvantages of living near a volcano.</p> <p>Explain what an earthquake is and why and where they occur.</p>	<p>Use maps, atlases and globes to locate volcanoes around the world.</p> <p>Use maps, atlases and globes to locate where earthquakes occur</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



			<p>Identify the effects of earthquakes on land and people</p> <p>Understand the link between volcanoes and earthquakes.</p>	
<p><b>Rio and South-East Brazil</b></p>	<p>Name and locate South America, including through using longitude and latitude.</p> <p>Name and locate countries within South America, including through using longitude and latitude.</p> <p>Name and locate some of the capital cities in South America.</p> <p>Identify and explain the significance of the Equator.</p> <p>Identify the position and significance of Prime/Greenwich Meridian time zones (day and night) and compare differences between locations in South America and the UK.</p>	<p>Compare similarities and differences through the study of human and physical geography of a region in the United Kingdom and Brazil (Rio).</p>	<p>Identify the human and physical features of South America.</p> <p>Investigate, describe and understand key aspects of trade links and economic activity (human geography) with South-East Brazil.</p> <p>Identify and evaluate advantages and disadvantages of a major sporting event on a country.</p>	<p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use four figure grid references and OS maps (symbols and key) to compare places to Brazil.</p> <p>Use videos to find out about a place.</p> <p>Use oblique and aerial views.</p> <p>Use photographs to identify and describe human and physical features of places studied.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Use the four points of a compass and begin to use 8 points of a compass to</p>



# St Anne's Catholic Primary School

## Skills and Knowledge Progression in Geography



				<p>describe the location of places and features studied.</p> <p>Use index and map references in an atlas to find South American countries.</p>
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St Anne's Catholic Primary School  
Skills and Knowledge Progression in Geography



Year 4	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Rivers</b>	Name and locate the world's longest rivers on a map.  Locate the Amazon River on a map.	Name the village/town, county, country, region and continent they live in.  Compare similarities and differences with the Amazon river and other rivers studies across the world.	Explain what a river is and describe how they are used around the world.  Identify and describe the stages and features of a river and how the land use changes from source to mouth.  Describe the water cycle.  Recognise and explain how human activity affects rivers and how flooding affects communities.	Use maps, atlases, globes and digital mapping to locate rivers and identify key characteristics.  Use maps with different scales and locate features on a map.  Use oblique and aerial views.  Use 4 and 8 points of a compass to describe the location and journey/direction of water flow of a river.



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



			<p>Identify key characteristics of one of the world's longest rivers.</p>	<p>Use large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500 and 1:10, 000).</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><b>European Region</b></p>	<p>Locate Europe on a world map.</p> <p>Name and locate countries in Europe and their major cities, environmental regions and their key physical and human characteristics.</p>	<p>Compare similarities and differences through the study of human and physical geography of a region in the United Kingdom and a country or region in Europe.</p>	<p>Identify and describe human and physical features of different countries and regions in Europe.</p> <p>Describe key aspects of human geography in a place including: types of settlement, land use, economic activity, trade links and the distribution of natural resources.</p> <p>Describe key aspects of physical geography in a place including: climate, biomes and vegetation belts, rivers, mountains and volcanoes.</p>	<p>Use maps, atlases, globes and digital mapping to locate cities, countries and continents.</p> <p>Use index and contents pages of an atlas.</p> <p>Use thematic maps for specific purposes.</p> <p>Draw sketch maps, thematic maps and use scale plans.</p> <p>Use large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500 and 1:10, 000, 1:25,000, 1:50,000).</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



<p><b>South America – Amazon Basin</b></p>	<p>Locate the Amazon on a map and consider the significance of its location.</p> <p>Locate South America.</p> <p>Name and locate countries and cities in South America.</p> <p>Explain the significance of lines of latitude and the Equator.</p> <p>Identify and explain the significance of the Northern Hemisphere and the Southern Hemisphere.</p> <p>Locate and identify the significance of the Tropics of Capricorn and Cancer.</p>	<p>Compare similarities and differences through the study of human and physical geography of a region in the United Kingdom and the Amazon Basin.</p> <p>Compare the Amazon Basin with South-East Brazil and local area.</p>	<p>Describe the stages and features of a river and how the land use changes from source to mouth.</p> <p>Describe the importance of the Amazon Basin and Amazon Rainforest.</p> <p>Understand some of the threats to the Amazon and why they matter.</p> <p>Identify and describe the main human and physical features of Manaus.</p>	<p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use four figure grid references and OS maps (symbols and key) to locate and compare places in the UK with the Amazon Basin.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Make a map of a small area with features in correct place and give the map a key with some standard OS symbols.</p> <p>Make a route of the Amazon River.</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



				<p>Use 4 and 8 points of a compass to describe the location and direction of features studied.</p> <p>Use photographs to describe features studied.</p> <p>Use a range of images to explore life in other places.</p> <p>Use graphs to understand life in other places.</p> <p>Use scale bars in atlases to calculate distances between places.</p>
<b>Year 4/5</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Global Trade Links</b>	The child can recognise broad land-use patterns and trade links within the UK.	The child can understand how human activity is influenced by climate and weather and how this impacts trade	The child can understand how food production is influenced by climate	Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



	<p>The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, <b>latitude and longitude</b>, and relate this to their time zone, climate, seasons and vegetation</p>	<p>The child can describe different types of industry currently in the <b>local area</b></p>	<p>The child can know the journey of how one product gets into their home in detail</p> <p>The child can describe some renewable and non-renewable energy sources.</p> <p>The child can describe different types of industry currently in the <b>local area</b>.</p> <p>The child can know where some of our main natural resources come from. (E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.)</p>	<p>Map knowledge Locate the world's countries, focus on North &amp; South America</p>
<p><b>Alternative European Region</b></p>	<p>Locate Europe on a world map.</p> <p>Name and locate countries in Europe and their major cities, environmental regions and their key physical and human characteristics.</p>	<p>Compare similarities and differences through the study of human and physical geography of a region in the United Kingdom and a country or region in Europe.</p>	<p>Identify and describe human and physical features of different countries and regions in Europe.</p> <p>Describe key aspects of human geography in a place including: types of settlement, land use, economic activity,</p>	<p>Use maps, atlases, globes and digital mapping to locate cities, countries and continents.</p> <p>Use index and contents pages of an atlas.</p>





## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



			<p>trade links and the distribution of natural resources.</p> <p>Describe key aspects of physical geography in a place including: climate, biomes and vegetation belts, rivers, mountains and volcanoes.</p>	<p>Use thematic maps for specific purposes.</p> <p>Draw sketch maps, thematic maps and use scale plans.</p> <p>Use large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500 and 1:10,000, 1:25,000, 1:50,000).</p>
<p><b>Biomes within climate zones</b></p>	<p>Locate the biomes and describe the different climate zones.</p> <p>The child can identify the position of the Prime/Greenwich Meridian and understand the significance of <b>latitude and longitude</b>.</p> <p>The child can indicate tropical, temperate and polar <b>climate zones</b> on a globe or map and describe the characteristics of these zones using appropriate vocabulary</p>	<p>The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their <b>latitude</b> and <b>longitude</b>.</p> <p>The child can explain some ways a <b>biome</b> (including the oceans) is valuable and under threat from human activity. The child can understand how human activity is influenced by climate and weather.</p>	<p>Children will describe the plants animals and climate within the world biomes and investigate their connections and interdependences.</p> <p>Explore the many human and physical effects on the world's climate zones and biomes.</p>	<p>Pupils will extend their knowledge by mapping the climate zones and biomes and using graphs, predictions to understand how distance from the equator affects climates throughout the world.</p> <p>Using maps Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



Year 5	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Mountains</b>	<p>Name and locate the world's seven summits.</p> <p>Name and locate the UK's highest mountains and the mountain ranges they are part of.</p> <p>Name and locate key topographical features of the UK, including: hills, mountains and understand how these have changed over time.</p>	<p>Describe and compare mountain environments in the UK with a different mountain environment in the world.</p>	<p>Describe what a mountain is.</p> <p>Describe key features of a mountain.</p> <p>Describe how different types of mountains are formed.</p> <p>Name different types of mountains.</p> <p>Describe the climate of mountains and how mountains affect the weather.</p> <p>Describe the settlements and land use on and near a mountain.</p> <p>Recognise the importance of the Himalayas for people living in that region.</p> <p>Describe a mountain environment found in the UK.</p> <p>Describe the landscape of a world famous mountain or mountainous region.</p>	<p>Use maps and atlases to locate the mountains and say how high they are.</p> <p>Use index and contents pages of an atlas.</p> <p>Use photographs to describe features studied.</p> <p>Use models and maps to talk about contours and slopes.</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



<b>North America</b>	<p>Name and locate the seven continents and five oceans. Compare and contrast.</p> <p>Name and locate USA and North America including through using longitude and latitude.</p> <p>Name and locate countries within North America including through using longitude and latitude.</p> <p>The child can locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>The child can describe some key physical and human characteristics of Europe and North and South America</p>	<p>Compare similarities and differences through the study of human and physical geography to compare a state and the local area.</p>	<p>Identify the human and physical features of North America.</p> <p>Identify and describe the main human and physical features of the Rockies (North America) and describe how they are used.</p> <p>Identify and describe the human and physical features of a US state.</p>	<p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use four figure grid references and OS maps (symbols and key) to compare places to New York.</p> <p>Use photographs to identify and describe human and physical features of places studied.</p> <p>Use aerial photographs and digital mapping to locate states.</p> <p>Use a world atlas to locate principal peaks and National Parks in the Rockies.</p> <p>Use videos to find out about a place.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Use oblique and aerial views.</p> <p>Use the four points of a compass and begin to use 8 points of a compass to</p>
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## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



				<p>describe the location of places and features studied.</p> <p>Use fieldwork and observational skills to study the geography of the local area and make links to different observations.</p> <p>Measure accurately using a tally and standard units.</p>
<p><b>Rainforests</b></p>	<p>Locate the world's rainforests on a map.</p> <p>Locate the Amazon Rainforest on a map.</p> <p>Identify different lines of latitude, including the Equator on a map.</p> <p>Explain the significance of lines of latitude and the Equator.</p> <p>Identify and explain the significance of the Northern Hemisphere and the Southern Hemisphere.</p>	<p>The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their <b>latitude</b> and <b>longitude</b>.</p> <p>(E.g. Produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, and climate.)</p>	<p>The child can understand that climate and vegetation are connected in an example of a <b>biome</b>, e.g. the tropical rainforest</p> <p>Describe what a rainforest is and recognise the different layers of life.</p> <p>Describe the features of a rainforest biome.</p> <p>Use knowledge of the Equator to compare the climates of rainforests to other climate zones.</p> <p>Describe and explain key characteristics of the Congo, including climate.</p>	<p>Use maps, atlases, globes and digital mapping to locate rainforests in the world.</p> <p>Use fieldwork to observe and record the biodiversity of the school grounds.</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



	Locate and identify the significance of the Tropics of Capricorn and Cancer.		<p>Define deforestation and explain how and why it is occurring.</p> <p>Describe and explain the impact of deforestation on the rainforests.</p> <p>Explain the importance of the Amazon Rainforest.</p>	
<b>Year 6 21/22</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>United Kingdom</b>	<p>Name and locate the seven continents and the five oceans.</p> <p>Name and locate the four countries of the UK.</p> <p>Name and locate the capital cities of the UK.</p> <p>Name and locate well known cities of the UK and their identifying human and physical characteristics.</p> <p>Name and locate counties of the UK and their identifying human and physical characteristics.</p>	<p>Name the village/town, county, country, region and continent they live in.</p> <p>Compare and contrast the four countries of the UK.</p>	<p>Identify and describe the main human and physical features of the UK, including hills, mountains, coasts and rivers.</p> <p>Describe and explain the different sorts of industries the people in the UK work.</p> <p>Identify different types of energy sources in the UK.</p> <p>Evaluate advantages and disadvantages of wind energy.</p> <p>Explain how human activities have affected the UK's landscapes.</p>	<p>Use maps, atlases, globes and digital mapping to name and locate countries, cities, counties, rivers, seas and mountains of the UK and describe these features.</p> <p>Use index and contents pages of an atlas.</p> <p>Use thematic maps for specific purposes.</p> <p>Use maps, atlases, globes and digital mapping to describe places and features studied.</p> <p>Plan a UK road trip and day trips using maps and atlases.</p>



## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



	<p>Name and locate the seas surrounding the UK.</p> <p>Name and locate geographical regions and counties in the UK.</p> <p>Name and locate the main human and physical features of the UK, including hills, mountains, coasts and rivers and identify how these have changed over time.</p>			<p>Plan and follow a route using maps and digital mapping in the local area and describe what is seen on the route.</p> <p>Use the eight points of a compass to give directions.</p> <p>Use six figure grid references to locate places.</p> <p>Use OS maps (symbols and key) to identify human and physical features of the UK.</p> <p>Draw sketch maps, thematic maps and use scale plans.</p> <p>Use large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500 and 1:10,000, 1:25,000, 1:50,000).</p>
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## St Anne's Catholic Primary School

### Skills and Knowledge Progression in Geography



<p><b>Coasts</b></p>	<p>The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time</p>	<p>The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK.</p>	<p>The child can describe and understand a range of key physical <b>processes</b> and the resulting landscape features.</p> <p>The child can understand how human activity is influenced by climate and weather.</p> <p>The child can understand hazards from physical environments and their management, such as erosion in coastal <b>regions</b>.</p> <p>The child can explain several threats to wildlife/habitats</p>	<p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p>Map knowledge</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p>Making maps</p> <p>Draw plans of increasing complexity</p>
<p><b>Contrasting localities within the UK. (Local Area)</b></p>	<p>Name and locate the local area in relation to Bonchurch in the Isle of Wight.</p> <p>Understand how the land use in the local area and Bonchurch has changed over time.</p> <p>Identify principal features of a region within the UK.</p> <p>Name and locate some cities, counties and regions within the UK.</p>	<p>Name the village/town, county, country, region and continent they live in.</p> <p>Consider how a locality meets the needs of its population.</p> <p>Describe human and physical characteristics of contrasting localities within a region to compare similarities and differences.</p>	<p>Understand local, regional, national and international links to the local area.</p> <p>Identify human and physical features of a region within the UK.</p> <p>Identify key human needs and processes.</p>	<p>Use an online mapping tool to locate contrasting localities in the UK.</p> <p>Use OS maps to locate contrasting localities and features of these places using symbols and a key.</p> <p>Use large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500 and 1:10,000, 1:25,000, 1:50,000).</p>



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				<p>Use eight points of a compass and six figure grid references to describe locations.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area (sketch maps, graphs, plans) to understand how the region is meeting the population's needs.</p> <p>Create symbols and a key for a simple land use map.</p> <p>Use thematic maps for specific purposes.</p> <p>Use an aerial image to describe key physical and human features of the contrasting localities and relate these to maps.</p> <p>Use scale bars in atlases to calculate distances between places.</p> <p>Use scale on a map to measure approximate distances.</p>
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