

# Geography - KS2

Yr.3	Yr.4	Yr.5	Yr.6
<p style="text-align: center;"><b><u>Countries of the UK</u></b></p> <ul style="list-style-type: none"> <li><b>Locational Knowledge</b> Name and locate countries and cities of the united kingdom, geographical regions and identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns: and understands how some of these aspects have changed over time.</li> <li><b>Human and Physical Geography</b> Rivers and water cycle. Use the language of rivers e.g erosion, tributary, meanders, transportation. Explain and present the process of rivers. Compare how river use has changed over time.</li> </ul>	<p style="text-align: center;"><b><u>The Countries of Europe (Including Russia.)</u></b></p> <ul style="list-style-type: none"> <li><b>Place &amp; Locational Knowledge</b> Locate on world map and concentrate on their environmental regions, key physical and human characteristics and major cities.</li> <li><b>Physical Geography</b> Climate, rivers, mountains, volcanoes, earthquakes etc.</li> <li><b>Human Geography</b> Settlements, land use, economic activity, trade links, natural resources &amp; energy, food, minerals, water etc.</li> </ul>	<p style="text-align: center;"><b><u>North &amp; South America</u></b></p> <ul style="list-style-type: none"> <li><b>Place &amp; Locational Knowledge</b> Locate on world map and concentrate on their environmental regions, key physical and human characteristics and major cities.</li> <li><b>Physical Geography</b> Climate, biomes and vegetation, rivers, mountains, volcanoes, earthquakes.</li> <li><b>Human Geography</b> Settlements, land use, economic activity, trade links, natural resources &amp; energy, food, minerals, water.</li> </ul>	<ul style="list-style-type: none"> <li><b>Place &amp; Locational Knowledge</b></li> <li><b>Human &amp; Physical Geography</b></li> </ul> <p>Understand geographical similarities and differences through a <b><u>3-Way Comparison</u></b> between a local region of the UK/ region in a European country/ a region of North <u>or</u> South America.</p> <ul style="list-style-type: none"> <li><b>Place &amp; Locational Knowledge</b></li> </ul> <p>Identify the position and significance of Latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer/Capricorn, Artic/Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>

## **Geographical Skills & Fieldwork (Essential throughout the Key Stage)**

- **Use maps, atlases, globes and digital/computer mapping to locate** countries and describe features studied.
- **Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key** (including the use of OS maps) to build knowledge of the UK and wider world.
- **Use fieldwork to observe, measure, record and present** the human and physical features in the world using a range of methods including sketch maps, plans and graphs and digital technologies.



# Geography - KS2 - Skills Progression

Yr.3	Yr.4	Yr.5	Yr.6
<p><b>Use maps and globes to locate</b> the UK. Be able to <b>identify</b> the countries and <b>label</b> the capital cities.</p> <p><b>Explain the purpose</b> of a capital city and <b>form opinions</b> on how this affects population size.</p> <p><b>Use maps to locate features</b> of the UK e.g. rivers, mountains, large cities. <b>Explain and describe</b> which are physical and which are human features.</p> <p><b>Label</b> counties, cities, mountains and rivers.</p> <p><b>Study photographs and maps</b> of 3 different locations in the UK. <b>Ask Geographical questions e.g.</b> What is it like to live in this place? How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p><b>Express own views</b> about a place, people and environment. <b>Give detailed reasons</b> to support own likes, dislikes and preferences.</p> <p><b>Use the language of rivers</b> e.g. erosion, deposition, transportation.</p> <p><b>Explain and present the process</b> of rivers.</p> <p><b>Compare</b> how river use has changed over time and <b>research the impact</b> on trade in history.</p> <p><b>Research and discuss</b> how water affects the environment, settlement, environmental change and sustainability.</p>	<p>Build on prior knowledge of UK regions by <b>using maps to locate countries of Europe</b>. <b>Study maps to make assumptions</b> about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. <b>Understand how geographical features are marked on a map</b>. <b>Identify</b> hilliest areas and flattest areas as well as <b>decide</b> which rivers they think are the largest. <b>Study some pictures</b> of different parts of Europe. <b>Make reasoned judgements</b> about where the pictures are taken. <b>Match key landmarks to the country and make suggestions</b> as to how landmarks affect a country e.g Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p><b>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</b></p> <p><b>Locate places in the world</b> where volcanoes occur. <b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of volcanic eruption. <b>Ask and answer questions</b> about the effects of volcanoes. <b>Discuss</b> how volcanoes affect human life e.g. settlements and spatial variation.</p> <p><b>Use and explain</b> the term 'climate zone'. <b>Identify</b> the different climate zones. <b>Ask questions and find out</b> what affects the climate.</p> <p><b>Identify trade links</b> around the world based on a few chosen items e.g. coffee, chocolate, bananas. <b>Discover</b> where food comes from. <b>Discuss and debate</b> fair trade.</p>	<p><b>Use maps</b> to identify different climate zones. <b>Discuss and compare</b> the climate zones of the UK and <b>relate this knowledge to the weather in the local area</b>. Children to <b>ask questions</b> about global warming. <b>Discover the cause</b> of global warming and <b>research the implications</b>. <b>Reach reasoned and informed solutions</b> and <b>discuss the consequences</b> for the future. <b>Identify changes</b> to be made in own lives in response to this.</p> <p>Understand the term 'biome'. <b>Use knowledge of this term to make suggestions</b> for places in the world which may be biomes. <b>Defend reasoning using knowledge of maps</b>.</p> <p><b>Use maps, globes and Google Earth</b> to identify the continent of South America. Looking at a map of climate zones, children to <b>use prior knowledge</b> of the world to identify the climate they think may exist in different parts of South America. <b>Identify and mark on a map</b> the different countries of South America. <b>Identify the major cities and consider how they differ</b> to other regions in the country. Looking at photographs, children to <b>compare and contrast</b> two differing regions. Using photographs, children to <b>make connections</b> between South America and the UK. <b>Locate the mountain ranges, rivers and oceans</b>. <b>Consider how the location of these geographical features has shaped life</b>. Refer to UK e.g. London and the Thames/Lake District.</p> <p><b>Using knowledge of how geographical features are marked on a map</b>, children to <b>study world maps to identify other major cities, hilly areas, rivers etc</b>. <b>Ask geographical questions e.g.</b> Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p>	<p><b>Use maps, globes and google earth</b> to study a region of the U.K, a region in a European country and a region within North or South America. Understand similarities and differences between the three in physical and human geography. <b>Make comparisons and reflect on the reasons</b> for the differences. <b>Undertake surveys</b>. <b>Conduct investigations</b>.</p> <p><b>Identify</b> the different hemispheres on a map. <b>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass</b>. <b>Locate and label</b> different countries/continents in the Northern and Southern hemisphere.</p> <p><b>Raise questions</b> about the different hemispheres and <b>make predictions</b> on how they think life will be different in the two hemispheres.</p> <p><b>Locate</b> the Equator on a map, atlas and globe and <b>draw conclusions and explain</b> about the climates of countries on the Equator and on the tropics. <b>Locate</b> largest urban areas on a map and <b>use geographical symbols e.g. contours</b> to identify flattest and hilliest areas of the continent. <b>Ask questions e.g.</b> what is this landscape like? What is life like there?</p> <p><b>Study photos/pictures/maps to make comparisons</b> between locations. <b>Identify and explain</b> different views of people including themselves.</p> <p><b>Use maps</b> to identify longitude and latitude.</p>