

## **Smith's Wood Primary Academy**



## Geography Curriculum – Skills and Knowledge progression document

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			l Vocabulary		
What is a physical feature?	Can the pupils name landmarks?	Can the children use and	Can the children use and understand a wider range of	Can the children use and understand a wider range of	Can the children use and understand a wider range of
What is a human feature?	iditation.	understand a wider range of vocabulary to specific	vocabulary to specific topics	vocabulary to specific topics	vocabulary to specific topics
	Can they locate and name	topics(land use, land marks	(volcanoes, earthquakes,	(water cycle, rivers, mountains	(longitude, latitude, time zones,
To use directional language	physical and human features within an area?	and to identify key Physical and	vegetarian belts and economic	and trade links)?	<u>climate zones, land use and</u> sustainability)?
(OPI).	within an area?	Human features)?	<u>activity)?</u>	To be able to use appropriate	<u>sastamabinty):</u>
	To know the difference			To be able to use appropriate vocabulary and explain the	To confidently have and use the
	between human and physical	To understand the terms	To use accurate vocabulary to	importance of importing and	vocabulary to explain the significance of each main point
	Geography (OPI).	import and export (OPI).	talk about the key features of a place studied (OPI).	exporting for the UK (OPI).	the water cycle (OPI).
		Place Kn			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Can they compare the physical	Can they compare the physical		Can the pupils describe why	Can they understand the	Can they understand, describ
differences between where	differences between where they	of importing and exporting	importing and exporting goods		and compare the similarities
ou live and another Non-	live and another Non-European	goods?	is important to countries?	differences physical and human	
European country?	country (concentrating on islands			geography between a region of	
Can the pupils locate where	and seaside areas)?	Can they understand the	Can they understand the	the UK and a region in North or	region of the UK, a mainland
they live on a map?	Can the children recognise the flag	similarities and differences	similarities and differences	South America?	European country and a reg
mey me on a map.	of the UK?	physical and human geography	Physical and Human geography		in North or South America?
To know where they live and		between a region of the UK	<u>between a region of the UK</u>	Can the pupils identify the	
<mark>ocate Birmingham it on a map</mark>	Can the children recognise the	<u>and a region in a European</u>	and a region in North or South	nationalities, languages and	Can the pupils understand a
OPI).	flags of the 4 countries that make	<u>country?</u>	<u>America?</u>	currency of places studied?	explain the reasons for these
	up the UK?				similarities and differences?
		To recognise at least 5	<u>Can the children name the</u>		
		European flags of the countries	language and currency of	To understand the distribution	To confidently describe places
		studied (not the UK) (OPI)	places studied?	of resources including: energy,	studied, using a range of accura
			To idealify the continuality and	food, minerals and Water and	vocabulary including physical a
			To identify the nationality and language of the countries studied	how this compares to other	<mark>human geography and</mark>
			(OPI).	<mark>localities(OPI).</mark>	locality(OPI).
			(S. 1).		To identify flags of countries wi
					Europe and North and South
					America (OPI).
n they identify hot and cold	Can the pupils locate hot and cold	Can pupils discuss land use and	man Geography	Can the pupils discuss and	Can they discuss and understa
aces around the world?	places in relation to the equator	types of settlement in Early	Can the shildren describe and	understand key physical	human geographical concepts i
<u> </u>	and North and South poles?	Britain?	Can the children describe and understand key aspects of	geographical aspects in	relation to natural resource,
an they compare the hot and	· ·		physical geography including	relation to the water cycle and	energy, food and water?
old places?	Can children use accurate		climate zones and vegetation	features of rivers?	
	vocabulary to describe both		belts?	<u>reactives of rivers.</u>	Can they identify and discus
an they identify seasonal and eather patterns in the UK?	<u>Physical and Human features</u> observed within different areas?	over time:		Can they identify and discuss	Human geography related to
eather patterns in the ox:	observed within different dreas!	To identify some of the key	Can the children describe and	Human geography related to	types of settlement, econom
an they can the 4 seasons	To recognise key Human and	landmarks of countries studied	understand key aspects of	economic activity and trade	activity and trade links?
OPI)?	Physical features of school and	(OPI).	physical geography including	links?	
	surrounding environment (OPI).	(3.1)	volcanoes and earthquakes?		To understand why importing a exporting is important to count
					(OPI).
			(nowledge		
Can they find where they live on	Can they identify the four	Can they use maps and atlases to	Can they name and locate	Can they name and locate popular	Can they name and identify the
<u>a map?</u>	countries that make up the UK?	locate continents and specific	neighbouring counties?	rivers of the world?	seven continents, Arctic circle a
		<u>countries?</u>	Can the children identify	Can the children discuss land use	Antarctic on a map, globe or an atlas?
Can pupils use positional	Can pupils use positional language	Using an atlas, can the pupils	topographical features?	pattern and identify the changes	<del>atias.</del>
anguage? Up, down, left, right	such as north, south, east, west to				
				<u>over time?</u>	
to describe location.	describe were things are?	and their capital cities?	Can the children use world maps		Can the children explore and
	describe were things are?		to identify areas of similar	Can the children identify	discuss different time zones
o know own address and	describe were things are?  To identify some of the key		-	Can the children identify topographical features and	discuss different time zones (including day and night) and
To know own address and	describe were things are?		to identify areas of similar environmental regions?	Can the children identify topographical features and	discuss different time zones (including day and night) and locate the position and
to describe location.  To know own address and other (OPI).	describe were things are?  To identify some of the key		to identify areas of similar environmental regions?	Can the children identify topographical features and understand how these change over time?	discuss different time zones (including day and night) and locate the position and
To know own address and	describe were things are?  To identify some of the key		to identify areas of similar environmental regions?	Can the children identify topographical features and understand how these change over time?  To understand time zones -	discuss different time zones (including day and night) and locate the position and significance of the equator and
To know own address and	describe were things are?  To identify some of the key		to identify areas of similar environmental regions?	Can the children identify topographical features and understand how these change over time?  To understand time zones - including Greenwich time zone	discuss different time zones (including day and night) and locate the position and significance of the equator and Northern and Southern Hemispheres?
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To know own address and	describe were things are?  To identify some of the key	and their capital cities?	to identify areas of similar environmental regions?	Can the children identify topographical features and understand how these change over time?  To understand time zones - including Greenwich time zone	discuss different time zones (including day and night) and locate the position and significance of the equator and Northern and Southern Hemispheres?  To understand time zones:
To know own address and ohone number (OPI).	describe were things are?  To identify some of the key landmarks of Birmingham (OPI).  Can the pupils devise a simple	and their capital cities?  Geographical ski  Can the pupils use computer	to identify areas of similar environmental regions?	Can the children identify topographical features and understand how these change over time?  To understand time zones - including Greenwich time zone (OPI).  Can the pupils use filed work to	discuss different time zones (including day and night) and locate the position and significance of the equator and Northern and Southern Hemispheres?  To understand time zones: Prime/Greenwich Meridian (including day and night) (OPI).
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To know own address and phone number (OPI).  an they use a world map and clas to locate the UK?	Can the pupils devise a simple map using a key, to plot and follow a route?	Geographical ski  Can the pupils use computer  mapping to locate countries  studied?	to identify areas of similar environmental regions?  Ils and Fieldwork  Can the children use four grid references?	Can the children identify topographical features and understand how these change over time?  To understand time zones - including Greenwich time zone (OPI).  Can the pupils use filed work to measure and record the Physical and Human features of their local environment (using a range of	discuss different time zones (including day and night) and locate the position and significance of the equator and Northern and Southern Hemispheres?  To understand time zones: Prime/Greenwich Meridian (including day and night) (OPI).  Can the children use scales on a map within an atlas to work ou distances between countries?
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