



## Ravenscote Junior School - Geography Skills Progression.



By the end of Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Pupils should be taught to:**

<b>Locational knowledge</b>	<ul style="list-style-type: none"><li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li><li>• 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.</li><li>• 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)</li></ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"><li>• 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, and a region within North or South America</li></ul>
<b>Human and physical geography</b>	Describe and understand key aspects of: <ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• 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</li></ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• 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</li></ul>



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|  | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
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	Year 3	Year 4	Year 5	Year 6
Topics studied	An overview of the UK Local study – London Comparing 2 localities	An overview of Europe Local study – Italy Rivers	An overview of N and S America Regional study – Brazil OS maps	An overview of the world
Geographical enquiry	<p>Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p>	<p>Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations -</p>	<p>Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and</p>



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			influence on people/everyday life.	explain reasons behind it.
<b>Locational and place knowledge</b>	Name and locate geographical regions of the UK & their identifying physical and human characteristics, including <b>some</b> cities and <b>some</b> key topographical features including hills, mountains, coasts and rivers. Understand how some aspects have changed over time. Understand geographical similarities and differences of human & physical geography of 2 local towns.	Name and locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities. Understand how some aspects have changed over time. Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country.	Name and locate some of the world's countries using a variety of maps, globes and digital mapping, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America.	Name/ locate cities & countries of the World. Know more about the geographical regions of the world & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts Explain how aspects have changed over time. Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones.
<b>Human and physical geography</b>	Describe & understand key aspects of: Physical geography, including rivers and mountains. Explain volcanoes/ earthquakes in simple terms.		Describe processes that give rise to key physical & human geographical features of the world, how	



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	<p>Describe the water cycle using a diagram.</p> <p>Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p> <p>Identify differences between places.</p> <p>Communicate geographical information in a variety of ways, including through maps and writing at length</p> <p>Apply mathematical skills when using geographical data.</p>	<p>these are interdependent and how they bring about spatial variation/change over time</p> <p>Provide greater detail of geographical regions of Europe and the World &amp; their identifying physical and human characteristics.</p> <p>Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.</p> <p>Describe in detail types of settlement, land use, economic activity including trade links.</p> <p>Describe the distribution of natural resources including energy, food, minerals &amp; water in the continents &amp; countries studied.</p> <p>Give reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>Know the location of places of global significance, their defining physical &amp; human characteristics and how they relate to one another.</p> <p>Regularly use/ apply maths skills in work.</p>
<b>Geographical skills and fieldwork (Fieldwork)</b>	<p><b>Gather information</b></p> <p>Ask geographical questions.</p> <p>Use a simple database to present findings from fieldwork.</p> <p>Record findings from fieldtrips.</p> <p>Use a database to present findings.</p> <p>Use appropriate terminology.</p> <p><b>Sketching</b></p> <p>Draw an annotated sketch from observation. including descriptive / explanatory labels and indicating direction.</p>	<p><b>Gather information</b></p> <p>Select appropriate methods for data collection such as interviews.</p> <p>Use a database to interrogate/amend information collected.</p> <p>Use graphs to display data collected.</p> <p>Evaluate the quality of evidence collected and suggest improvements.</p> <p><b>Sketching</b></p> <p>Evaluate their sketch against set criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p>



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<b>Geographical skills and fieldwork (Map Skills)</b>	<p><b>Audio/Visual</b>            Select views to photograph.            Add titles and labels giving date and location Information.            Consider how photo's provide useful evidence use a camera independently.            Locate position of a photo on a map.</p>		<p>Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns.</p> <p><b>Audio/Visual</b>            Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.            Use photographic evidence in their investigations. Evaluate the usefulness of the images.</p>	
	<p><b>Using maps</b>            Follow a route on a map with some accuracy.            Locate places using a range of maps including OS &amp; digital.            Begin to match boundaries (e.g. find same boundary of a country on different scale maps).            Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</p> <p><b>Map knowledge</b>            Locate the UK on a variety of different scale maps.            Name &amp; locate the counties and cities of the UK.</p>	<p><b>Using maps</b>            Follow a route on a large scale map.            Locate places on a range of maps (variety of scales).            Identify features on an aerial photograph, digital or computer map.            Begin to use 8 figure compass and four figure grid references to identify features on a map.</p> <p><b>Map knowledge</b>            Locate Europe on a large scale map or globe.            Name and locate countries in Europe (including Russia) and their capitals cities.</p>	<p><b>Using maps</b>            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> <p><b>Map knowledge</b>            Locate the world's countries, focus on North &amp; South America.            Identify the position and significance of lines of longitude &amp; latitude</p>	<p><b>Using maps</b>            Follow a short route on a OS map.            Describe the features shown on an OS map.            Use atlases to find out data about other places.            Use 8 figure compass and 6 figure grid reference accurately.            Use lines of longitude and latitude on maps.</p> <p><b>Map knowledge</b>            Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><b>Making maps</b>            Draw plans of increasing</p>



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	<p><b>Making maps</b> Try to make a map of a short route experiences, with features in current order. Create a simple scale Drawing. Use standard symbols, and understand the importance of a key.</p>	<p><b>Making maps</b> Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high viewpoint.</p>	<p><b>Making maps</b> Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.</p>	<p>Complexity. Begin to use and recognise atlas symbols.</p>
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