**Glenfall Progression of Geography Skills for Y1 –Y6**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Topics, themes and countries****studied** | **Local area study of school grounds, Charlton Kings and Cheltenham****Isle of Struay****Africa****India**  | **Local area study of school grounds, Charlton Kings and Cheltenham****Isle of Struay****Africa****India** | **Shackleton and Antarctica****Italy****South America and the Rainforest****Stuart Little and New York** | **Shackleton and Antarctica****Italy****South America and the Rainforest****Stuart Little and New York** | **Fantastic Journeys – variety of cities and countries****Forces of nature****Tewkesbury-local study****Egypt-River Nile****North/South America** | **Fantastic Journeys – variety of cities and countries****Forces of nature****Tewkesbury-local study****Egypt-River Nile****North/South America** |
| **Location Knowledge** | Name and locate a local town.  | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  | Name and locate the world’s seven continents and five oceans.  |  Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.  | Locate the world’s countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.  | Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  |
| **Place Knowledge** | Observe and describe the human and physical geography of a small area of the United Kingdom.  | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non European country.  | Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.  | Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.  | Compare a region in UK with a region in N. or S. America with significant differences and similarities.  |  Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).  |
| **Human and Physical Geography** | Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.  | Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.  | Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.  | Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting nonEuropean country.  | Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities. | Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.  |
| **Geographical Skills and Fieldwork** | Use maps, atlases and globes to identify the continents and oceans studied at this key stage.  | Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.  | Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.  | Use simple fieldwork and observational skills to study the geography of their school and its grounds.  | Use world maps, atlases and globes to identify the United Kingdom and its countries.  | Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.  |