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| **Progression of Geographical skills and learning at St Peters** | | | |
| **Geographical skills and fieldwork** | **Locational knowledge** | **Place knowledge** | **Human and physical geography** |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical skills and fieldwork including:**   * Using maps, atlases and globes * Creating own maps | **Use world maps**, atlases and globes to identify and name 7 **continents**, 5 **oceans** the **equator** and the **north/south pole**. *Link to locating where some different animals live.*  Use **locational and directional language** (near, far, left, right to describe the location of features on a map. Introduce 4 compass directions.  Using **aerial maps** (Google maps) to view the school grounds and **plan** **perspectives** to plot nature in the school grounds. **Recognise and plot** major London landmarks on a map.  Create a map from the Little Red Riding Hood story *(more like a story map).*  Create a basic map of the school grounds *(moving onto plan perspective).* Use basic symbols to create a key. Create a journey stick to support. | **Use world maps**, atlases and globes to identify the **UK**, its **countries** and **capital cities**. *Also locate China and Beijing and compare location/size with the UK.*  **Use world maps** to locate **hot and cold** areas of the world in **relation** to the **Equator** and the North and South Poles.  Confidently use **4 compass directions** and **locational** and **directional language** (near, far, left, right to describe the location of features and routes on a map.  Use **aerial photos**/plan perspectives (Google maps) to view school grounds and immediate local area. Use Google maps aerial photos to plan walking route for Lifeboat Station trip.  Interpret key on a treasure map of the school grounds *(complete treasure hunt.)*  Create a basic plan perspective map of the school grounds, including detail of immediate area outside school *e.g. houses, Sullington Way and shops*. Use basic symbols to create a key. | **Use world maps to locate the world’s countries**. *Specific focus on countries in* ***Europe****,* ***South America and Russia****. Focus on environmental regions, key physical and human characteristics, countries and major cities. Also, using maps to track where the Romans and Vikings travelled.*  Identify position of the Equator, Northern Hemisphere and Southern Hemispheres.  Beginning to use and understand **OS maps**.  Use **4 figure grid references** and **8 compass directions**. | Use **world maps to locate countries and major cities of case studies** (Egypt, South America). What countries are focused on in South America?  Using **OS maps and Google maps**.  Use **6 figure grid references** on maps to navigate around Shoreham (trip). | **Use world maps to locate countries for case studies** (USA, Mexico, Brazil, Greece, the Allied Countries).  **Applying** use of **aerial photos and OS maps** to understand **preparation for D day** and why **Shoreham** was **vulnerable** in the War.  **Interpreting maps** which provide **different information** e.g. population. | Use **world maps** to **locate** and **identify** different **biomes** on, linking location with **climate** and **relation** to the **equator**.  Applying maps skills to interpreting local **maps** of **Shoreham** and **Brighton** from 1515, 1782, 1850 and present day (to **ascertain** and **compare changes** in **land use**). |
| Prime/Greenwich Meridian **time zones** including day and night.  Lines of **longitude and latitude**. | |
| Create a plan perspective map of the local area (to Buckingham Park). Follow a route on their maps to Buckingham Park and back. Discuss location of places on their maps using grid references and compass directions. |  | Sketch a map of the local area using symbols and a key.  Draw a map of what? How big an area of the south coast? |  |
| **Locational knowledge** | See Geographical Skills and Fieldwork boxes. | | | | | |
| **Place knowledge**  Similarities/differences, human/ physical:   * **KS1 –** Small area of the UK, and of a small area in a contrasting non-European country. * **KS2** - The UK, region in a European country, and a region within North/South America. | Understand geographical similarities and differences through studying basic human and physical geography of *Shoreham and London.* | Understand geographical similarities and differences through studying the human and physical geography of *Shoreham and Beijing, China.* | Understand geographical similarities and differences through the study of human and physical geography of Shoreham, a region in a European country, and a region within South America. | Understand geographical similarities and differences through the study of human and physical geography of Shoreham, Egypt, and a region within South America. | Understand geographical similarities and differences through the study of human and physical geography of the south coast of England, Greece and the USA. | Understand geographical similarities and differences through the study of human and physical geography of *Shoreham and Brighton.* |
| **Human and physical geography** | Identify seasonal and daily weather patterns in the United Kingdom. | Location 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**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * **Human features**: city, town, village, factory, farm, house, office, port, harbour and shop. * ***For Year 2 this is learnt during comparative case study with Shoreham and Beijing****. Purple writing indicates coverage of Year 1.* | | **Describe and understand key aspects of:**   * **Physical** **geography**: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * **Human** **geography**: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | | | |