



# Geography at Longparish C.E. Primary School

**Progression of skills  
and  
National Curriculum coverage**

**National Curriculum Guidance:**  
**Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and the wealth of our nation.**

	Year 1/2	Year 3/4	Year 5/6
<b>Curriculum Objectives</b>	<b>Pupils should be taught:</b> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	<b>Pupils should be taught:</b> 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.	
<b>Vocabulary</b>	<b>Locate, continent, ocean, physical and human features listed below, equator, North and South pole, environment</b>	<b>Physical and human features listed below, landscape, northern hemisphere, southern hemisphere, Arctic and Antarctic Circle, natural resources</b>	<b>Physical and human features listed below, latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones</b>
<b>Locational Knowledge</b>  Developing an understanding of where countries are in the world. As well as this, locating places and features on a variety of resources.	<ul style="list-style-type: none"> <li>To locate places using ... <b>(finish with either map, atlas, globe, diagram, aerial photograph).</b></li> </ul> <p>Locate UK on a <b>world map</b>.</p> <p>Name and locate the seven continents and the five oceans on a <b>world map</b>.</p> <p>Locate four countries and capital cities within the UK and its surrounding seas on a <b>world map or atlas</b>.</p>	<ul style="list-style-type: none"> <li>To locate places using ... <b>(finish with either map, atlas, globe, diagram, aerial photograph, GIS).</b></li> </ul> <p>Locate UK on a variety of <b>different maps</b> (exploring the size of the UK depending on the chosen map). Understand that the UK is set within a wider geographical context.</p> <p>Name and locate countries and capital cities on a <b>world map, globe, atlas</b> with a focus on Europe.</p>	<ul style="list-style-type: none"> <li>To locate places using ... <b>(finish with either map, atlas, globe, diagram, aerial photograph, GIS).</b></li> <li>To use a geographical information system.</li> </ul> <p>Locate UK on any given <b>map</b>. Understand the wider context of places e.g. Hockley is in a county, in a region, in a country, in a continent.</p> <p>Name and locate countries and capital cities on a <b>world map, globe, atlas</b></p>

	<p>Identify land and sea on a <b>globe</b>.</p> <p>Year 2: Locate hot and cold areas of the world, including the Equator, North and South Pole <b>on a globe</b>.</p>	<p>Name and locate capital cities and a variety of cities within the UK on <b>different maps</b>.</p> <p>Recognise difference in shapes, sizes of continents on <b>world maps and globes</b>.</p> <p>Locate places on a larger scale with a globe (e.g. finding Egypt).</p>	<p>extending past Europe into North and South America.</p> <p>Recognise difference in shapes, sizes of countries on <b>world maps and globes</b>.</p> <p>Consolidate children’s locational knowledge by identifying the world’s countries/capital cities on a <b>variety of maps</b> (linking to all geography topics studied in previous school years).</p> <p>Year 5: Introduce <b>geographical information systems</b>.</p>
<p><b>Place Knowledge</b></p> <p>Based on exploring our local area, the UK and then other countries in detail. Looking at similarities and differences.</p>	<ul style="list-style-type: none"> <li>● To identify characteristics of specific places.</li> <li>● To understand similarities <b>and/or</b> differences of geographical areas.</li> </ul> <p>Name and describe familiar places in children’s locality. Explore the UK to name major features (e.g. London River Thames, surrounding seas).</p> <p>Begin to link their homes with other places in the local community to make simple comparisons. Children might think what is the same in both places (e.g. rain in winter) and some differences (e.g. more people in one place than the other). Extend this to comparing children’s locality to other countries studied.</p>	<ul style="list-style-type: none"> <li>● To identify characteristics of specific places.</li> <li>● To understand similarities <b>and/or</b> differences of geographical areas.</li> </ul> <p>Develop understanding of locality and UK. Understand our locality is set within a wider geographical context.</p> <p>Develop an awareness of how places relate to each other. Identify and describe similarities and differences between our locality and these places.</p> <p>Begin to make comparisons through use of resources. Children given resources to make these comparisons.</p>	<ul style="list-style-type: none"> <li>● To identify characteristics of specific places.</li> <li>● To understand similarities <b>and/or</b> differences of geographical areas.</li> </ul> <p>Use maps and ordnance surveys to extend understanding of locality and UK.</p> <p>Use atlases to find out new specific data on countries including temperature, mountain region, weather patterns etc.</p> <p>Recognise and explain that people may have different qualities of life in different locations and environments.</p> <p>Understand and explain why there are similarities and differences between places.</p>

	<p>Describe our weather patterns. Identify hot and cold areas of the world. Link this to the equator and at the poles.</p> <p>Know some present changes that are happening in the local environment (e.g. new windows at school or new houses near their park). Suggest ideas for improving the school environment.</p>	<p>Recognise that people may have different qualities of life depending on which country they live in.</p> <p>Understand why there are similarities and differences between places.</p>	<p>Use a range of sources to make these comparisons. Children could select their resource and give a reason for choice (e.g. comparing physical features of a river from an atlas and from an aerial photograph).</p>
<p><b>Physical and Human Geography</b></p> <p>Identifying features of our local area, the UK and then other countries in detail. Looking at similarities and differences.</p>	<ul style="list-style-type: none"> <li>To describe physical geographical features. (finish with beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</li> <li>To describe human geographical features. (finish with city, town, village, factory, farm, house, office, port, harbour and shop)</li> <li>To identify daily and seasonal weather patterns.</li> </ul> <p>Describe the features children know and recognise within our locality.</p> <p>Start to compare our human environment with others studied. Talk about what humans might do there, how they might get their water, what the weather is like etc.</p> <p>Identify weather patterns within the UK and begin to compare this to other countries studied. What is the same? What is different?</p>	<ul style="list-style-type: none"> <li>To describe physical geographical features. (finish with climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle)</li> <li>To describe human geographical features. (finish with types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)</li> <li>To understand how <b>physical/human</b> geographical features have changed over time.</li> </ul> <p>Identify and describe physical and human features of our locality. Compare with others studied.</p> <p>Explore weather patterns around the UK and extend children's understanding to parts of Europe.</p> <p>Understand how landscape features may change depending on the</p>	<ul style="list-style-type: none"> <li>To describe physical geographical features. (finish with climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle)</li> <li>To describe human geographical features. (finish with types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)</li> <li>To understand how <b>physical/human</b> geographical features have changed over time.</li> </ul> <p>Confidently describe and understand our locality and key aspects of human and physical geography within. Compare our human environment with others studied and suggest reasons why there are similarities and differences.</p> <p>Understand how humans affect the environment over time. Know about these changes to the world.</p>

		<p>development of locality (due to money, time etc.) Describe how people have been affected by changes in the environment (ice melting etc.)</p> <p>Understand what a natural resource is.</p>	<p>Offer reasons for this. Understand why people seek to manage and sustain their environment. Be able to explain what a natural resource is and provide examples.</p>
<p><b>Fieldwork and Observational Skills</b></p> <p>Focus on geographical enquiry, critical thinking, fieldwork, locational and directional language.</p>	<ul style="list-style-type: none"> <li>To use location and directional language.</li> <li>To follow directions.</li> <li>To use compass directions.</li> <li>To collect relevant geographical data.</li> <li>To explain geographical data.</li> <li>To answer relevant geographical questions.</li> </ul> <p>Locational and directional language used: Yr1 – use up, down, left, right, forwards, backwards Yr2 – introduce north, south, east, west and words like near, far</p> <p>Follow simple directions for compass (does not necessarily have to be accurate).</p> <p>Carry out small survey of the local area using a given template to collect data (e.g. tally chart).</p> <p>Make simple observations about their surroundings. Create simple sketches from observations.</p>	<ul style="list-style-type: none"> <li>To use location and directional language.</li> <li>To follow directions.</li> <li>To use compass directions.</li> <li>To collect relevant geographical data.</li> <li>To analyse and explain geographical data.</li> <li>To use effective observational skills to study the key geographical features of an area.</li> <li>To ask and answer relevant geographical questions.</li> </ul> <p>Extend locational and directional language used, e.g. beneath the left hand side, close to the right hand side.</p> <p>Begin to look at accuracy when following/giving directions. Year 3 – Use 4 figure compass points to follow/give direction Year 4 – Introduce 8 figure compass points to follow/give direction.</p> <p>Begin to plan and carry out surveys of the local area and collect data. Begin to choose a method of how to record and present data. (This may not be the most</p>	<ul style="list-style-type: none"> <li>To use location and directional language.</li> <li>To follow directions.</li> <li>To use compass directions.</li> <li>To collect relevant geographical data.</li> <li>To analyse and explain geographical data.</li> <li>To use effective observational skills to study the key geographical features of an area.</li> <li>To ask and answer relevant geographical questions.</li> </ul> <p>Explicit locational and directional language used with confidence.</p> <p>Very accurate and confident with giving/following directions. Use 8 figure compass points to follow/give direction. Introduce latitude and longitude for compass.</p> <p>Plan and carry out survey of the local area, collect data and choose the most appropriate method to record and present their data independently.</p>

	<p>Recognise some features in aerial photographs.</p> <p>Make a statement about the data collected (for example, the highest temperature was ... or the smallest leaf was ...).</p> <p>Teacher led enquiry initially with the teacher asking questions. Children encouraged to then ask simple geographical questions (where is it? What is there?)</p>	<p>appropriate method but children should suggest a method and a reason).</p> <p>Make some detailed observations about their surroundings.  Draw an annotated sketch from observations (with labels).  Locate aerial photograph on a map and add information to annotate aerial photograph.</p> <p>Begin to suggest reasons why such data was collected. Make simple conclusions.</p> <p>Ask and respond to geographical questions. Initiate their own geographical questions.</p>	<p>Make detailed observations about their surroundings (and compare to other surroundings. Collect  Draw a detailed, annotated sketch from observations (with labels and directions).  Use these sketches as evidence in geographical enquiry.  Evaluate the effectiveness of aerial photograph.</p> <p>Analyse evidence and draw their own conclusions. Explain reasons for their results.</p> <p>Suggest questions for investigation, begin to use primary and secondary investigations.</p>
<b>Map Skills</b>	<ul style="list-style-type: none"> <li>• To follow a map.</li> <li>• To use a key on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow a map.</li> <li>• To use a key on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow a map.</li> <li>• To use a key on a map.</li> </ul>

<p>Learning what a map is, following a map, drawing and designing a map, looking at the style of maps and perspective. As well as, understanding the link between a globe and flat world map.</p> <p><b>Yr1/2 – picture maps, globes, infant atlas, aerial photographs, internet</b>  <b>Yr3/4 – variety of maps, globes, junior atlas, features of aerial photographs, internet, satellite images, large scale ordnance survey map</b>  <b>Yr5/6 – variety of maps, globes, using index and contents page within junior atlas, features of aerial photographs, internet, satellite images, medium scale ordnance survey map</b></p>	<ul style="list-style-type: none"> <li>• To construct a map.</li> </ul> <p>Children should use simple picture maps to follow a route. Describe a simple route using directional and locational language mentioned above (GDS children will identify landmarks and features).</p> <p>Locate places on a world map, picture map and aerial photographs.</p> <p>Construct a basic map: Year 1 – draw a simple map from a story/imaginary place etc. Year 2 – draw same map then adding detail of places/features (e.g. detail from aerial photograph)</p> <p>Children to make their own symbols to represent things in maps and for a simple key.</p>	<ul style="list-style-type: none"> <li>• To construct a map.</li> </ul> <p>Children should follow a route on a map with some accuracy. Introduce large scale ordnance survey maps. Describe a route using directional and locational language mentioned above.</p> <p>Locate places on a range of maps including large scale ordnance survey maps and digital maps.</p> <p>Use 4 figure grid (of letters or numbers) references for the map.</p> <p>Try and make a map of a short route with features in correct order. Draw a sketch map from a high viewpoint. Try to create a simple scale drawing.</p> <p>Use standard symbols (from ordnance survey) and understand the importance of a key.</p>	<ul style="list-style-type: none"> <li>• To construct a map.</li> </ul> <p>Follow and describe any route on a map accurately using directional and locational language.</p> <p>Locate and recognise places on maps of different scales (linking to measuring distance), including large and medium scale ordnance survey maps and digital maps.</p> <p>Use 6 figure grid references for the map. Year 6 to use <b>accurately</b>.</p> <p>Draw a map from a high view point accurately (bird’s eye view). Draw a variety of thematic maps based on own data collected. Draw an accurate sketch map using correct symbols and a key.</p> <p>Use and recognise ordnance survey map symbols. Begin to recognise atlas symbols.</p> <p>Describe features of a range of maps. Identify and use lines of longitude and latitude on maps. Select maps for specific purposes and justify why chosen. (e.g. Atlas to find Taiwan but an ordnance survey to find Hockley woods).</p>
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