

St. Mewan C.P. School Knowledge and Skills Progression for Geography



Year Group	Knowledge	Skills	Tier 3 Vocabulary	Tier 2 Vocabulary
N	<ul style="list-style-type: none"> To be able to talk about the features of the natural environment. To be able to describe places they have visited. To say the names of countries. To be able to compare two natural items in their environment. 	<ul style="list-style-type: none"> Use their senses to explore the world around them. Talk about features of their local area. Talk about their past experiences. Make marks of their past experiences. 	Pebbles Shells Rocks Leaves Flowers/ plants Bark Trees Outdoors Outside Woods Forest Sea	Different The same Holidays Home Journey
R	<ul style="list-style-type: none"> To know where they live and say their address To be able to explain what a map is 	<ul style="list-style-type: none"> Draw simple maps in play Talk about features of the town they live in 	Home Town Village Cornwall St. Austell Sea Hill Weather Map	Similar Same Different Describe Explain
1	<ul style="list-style-type: none"> To know the county, country and continent that they live in To be able to recognise the shape of Cornwall on a map 	<ul style="list-style-type: none"> Use simple maps and directions Use aerial photographs and devise own simple map To name and locate the 4 countries of the UK on a map To locate the world's 7 continents and 5 oceans on a world map 	Equator Poles County Country Cornwall United Kingdom Globe	Locate Key Change Develop Know Name Community



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	<ul style="list-style-type: none"> To know the location of their school and school grounds Know the 4 countries and capital cities of the UK and its surrounding seas Know the world's 7 continents and 5 oceans To know that there are hot and cold countries in the world To know the 4 points of a compass Know the key weather for each of the 4 seasons in the UK 	<ul style="list-style-type: none"> Use world maps, atlases and globes to explore the world Use simple locational and directional language To be able to identify and locate hot and cold areas of the world Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and Africa 	England, Ireland, Scotland, Wales Continent Africa, Asia, Europe, North America, South America, Antartica, Oceania, Atlantic, Pacific, Indian, Arctic, Southern Oceans Weather City, town, village, hamlet Season Weather Near Far Left Right compass	resident
2	<ul style="list-style-type: none"> Know the key features of the 4 countries of the UK. Know that places can change over time e.g. local area and London Know that there are hot and cold areas in the world and they are in relation to the location to the Equator and North and South poles. Know some key human and physical features of the local area 	<ul style="list-style-type: none"> To be able to locate the major rivers, capital cities, mountains in the 4 countries of the UK. To be able to identify similarities and differences and compare and contrast. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To devise a simple map Use and construct basic symbols in a key 	City Town Village Factory Farm House Office Port Harbour Shop Key Symbol North, East, South, West Coast	Identify Community Affect Transport Route Major Resident traditional



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	<ul style="list-style-type: none"> Know the shape of the UK on a map 	<ul style="list-style-type: none"> Understand geographical and similarities and differences through studying the human and physical geography of a small area of the UK and Asia Use simple compass directions and locational and directional vocabulary to describe location, features, and routes on a map. Use fieldwork and observational skills to study the geography of the school and compare it to a coastal location 	Beach Cliff Forest Hill Mountain Sea Ocean River Soil Valley Vegetation compass	
3	<ul style="list-style-type: none"> Know the location and characteristics of a range of the world's most significant physical features e.g. volcanoes, earthquake and mountains. Know the location of the Northern and Southern Hemisphere and the Arctic and Antarctic Circle To know that physical geography can impact on human activity and quality of life Describe and understand key aspects of human geography including types of settlement and land use and the distribution of 	<ul style="list-style-type: none"> To use maps to identify areas with key physical and topographical features around the world Describe and understand key aspects of physical geography e.g. volcanoes, and the impact that this can have on humans To locate different types of settlement on a map and give reasons for their development Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) Analyse and draw conclusions from a range of aerial photos and maps. 	Grid reference Ordnance Survey Northern and Southern Hemisphere and the Arctic and Antarctic Circle Fault lines Volcano Earthquake	Pattern Data Estimate Benefit Region Accommodation



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	<p>natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom 			
4	<ul style="list-style-type: none"> To know the location of Europe and to name and locate 6 European countries and their capital cities Recognise the shapes of the continents To know and compare a location in the UK and in Europe in terms of human and physical features To know how humans affect the environment over time and why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> To be able to use maps and atlases to locate the world's countries with a focus on Europe (including the location of Russia) To understand geographical similarities and differences through the study of a region in the UK (not London) – focus on human and physical geography Use fieldwork to observe measure and record the human and physical features in a local environment, including sketch maps, OS maps, plans, graphs and digital technologies. Communicate findings in a number of ways Ask questions and create an enquiry 	<p>Contour Grid reference Height Valley Locality Location Sustainability Land use</p>	<p>Impact Negative Issue Environment Define Evident Indicate Significant Survey Research conclusion</p>
5	<ul style="list-style-type: none"> Name key rivers Know about the physical features of rivers and 	<ul style="list-style-type: none"> To be able to locate areas with specific physical geography – rivers and the water cycle 	<p>Rivers Erosion Deposition Flood plain</p>	<p>Analyse Distribute Consists Border</p>



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	<p>begin to understand erosion and deposition</p> <ul style="list-style-type: none"> • Know and can explain the water cycle • Identify the position and significance of latitude and longitude • Know geographical similarities and differences through the study of the local area and a contrasting region 	<ul style="list-style-type: none"> • To be able to locate geographical regions of the UK and their physical characteristics, key topographical features • Draw detailed diagrams and pictures of places • Collect and measure information, e.g. rainfall, temperature, wind speed • Use OS maps and 6 figure grid references • Draw maps with keys • Use fieldwork to observe, measure, record and present the human and physical features in the local area (rivers), including sketch maps, plans and graphs and digital technologies • To explain how humans affect the environment over time e.g. economic activity, including trade links and the distribution of natural resources including energy, food, water and minerals • Compare and contrast 	<p>Meander Source Tributary Longitude Latitude Condensation Evaporation Environment</p>	<p>Orientation Region Effect</p>
6	<ul style="list-style-type: none"> • Know location of and shape of some of the largest countries in each continent • Know about the physical features of coasts and understand the physical processes of erosion and deposition 	<ul style="list-style-type: none"> • To be able to use map, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To be able to locate areas with specific physical geography – climate zones, biomes and vegetation belts • To use 6 figure grid references • Use an atlas index 	<p>Headland Erosion Deposition Transportation Climate zones Biomes vegetation belt Canopy Forest floor Understory</p>	<p>Impact Negative Economy Resources Sustainable Global Import Export Migration</p>



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	<ul style="list-style-type: none"> • Know and understand that people have differing qualities of life according to where they live. • Identify the position and significance of latitude and longitude , the Prime/Greenwich meridian and time zones (including day and night), Tropics of Cancer and Capricorn • Know the location of the different climate zones in the world and their features • Know the impact of human activity on the environment 	<ul style="list-style-type: none"> • To explain how humans affect the environment over time e.g. economic activity, including trade links and the distribution of natural resources including energy, food, water and minerals 	Emergent Cancer Capricorn	Percent Proceed role
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Year 7 Curriculum

Alien Invasion OS map skills in Cornwall. Developing an understanding of the geology of the UK and Cornwall. Develop their knowledge of	Battle with the atmosphere Causes and impacts of flooding in Boscastle and Bangladesh and extreme weather. Understanding of	Battle with the atmosphere Knowledge of rivers such as waterfalls, meanders, estuaries. Look at water stress and conflict in the Himalayas.	A Crowded Planet Knowledge about world population growth and migration from Mexico to the USA. Synthesise material and assess positives and	Sustainable Places Types of industry such as primary, secondary and tertiary, study of farming as a local example which allows	Sustainable Places Students have the opportunity to build a sustainable town using teamwork and creativity. We use resources from the scrap store. We look
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continents and oceans and UK Geography	geographical process and decision making when they take on a decision based exercise on flood management.	Viewpoints and evaluate. Synthesise a range of geographical data and research.	negatives. Design a migration board game to understand the issues linked to the migration issues in Europe.	exploration of where food comes from. Sustainable	at renewable energy and waste recycling.
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