Key Knowledge and skills development KS2- Geography				
	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	➢ Locate the world's countries, using maps to focus on: environmental regions, key physical and human characteristics, countries, and major cities of;			
	• Southern European Countries	• Central American Countries • Northern European Countries • North African Countries	• Eastern European Countries	• South American Countries • Southern African Countries • SE Asian Countries
	➢ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics;			
	• Midland Counties	• Northern Counties	• Southern Counties	
	➢ key topographical features (including hills, mountains, coasts and rivers),			
	• coasts and rivers (see map skills)	• Valleys (see map skills)	• Mountains (see map skills- birds eye view)	• Changes in landscapes following a natural disaster.
	➢ land-use patterns			
	• Rural or Urban (local study)	Rural usage (The roaches-recreational/ agricultural) Understand how some of these aspects have changed over time	• Urbanisation- Growth of cities in the UK. (industrial revolution- population)	• Land use patterns for trade.
	➢ Identify the position and significance of;			
	• Latitude, Longitude & Equator	• Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	• Arctic and Antarctic Circle	• Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge	➢ 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.			
	• Comparisons of Rome & London	• Comparisons of Roaches & Rainforests	• Poverty and disease is there a link?	•
	➢ Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.			
	• Canals & Rivers of the UK (trade routes within, into & out of UK) • Water Cycle (River study trip Stanley head) Geography focus not science the journey of the water from source to mouth)	• Climate zones	• Mountains	• Biomes and vegetation belts • Volcanoes and earthquake zones around the world.
	➢ Describe and understand key aspects of:			

	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.			
	• Distribution of natural resources including energy, food, minerals and water • Types of rock map • Types of settlement and land use.	• Economic activity including trade links. (Viking trade links- import and exports) • Distribution of natural resources including energy, food, minerals and water • Types of settlement and land use and how this has changed over time.	• The distribution of natural resources including energy, food, minerals and water • Natural resources (renewable energy) – where in the world & UK.	• Distribution of natural resources including energy, food, minerals and water • Air Miles (Food Trade- the impact of transporting goods over a great distance)
Geographical skills- map skills	➢ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➢ 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			
	<u>Using and interpreting</u> • Find information from an atlas using the index. • Locate countries using the atlas. • Explain what an area is like using the human and physical features represented on a map e.g rivers, buildings etc. • Match features from a vertical aerial photo with features on a map	<u>Using and interpreting</u> • Explain what an area is like using the features represented on a map e.g. rivers, buildings etc. Interpreting colours to show height of land. • Interpret oblique and aerial view picture maps with colours numbers to show the height of the land. • Match features from a vertical aerial photo with features and symbols on a map. • Compare maps from now and then to spot changes.	<u>Using and interpreting</u> • Explain what an area is like using the features represented on a map e.g. rivers, buildings etc. Interpret colours to show height of land. Including polar- regions and ice coverage. • Interpret hill shading to show the height of the land. • Relate maps to each other and to vertical photographs.	<u>Using and interpreting</u> • Explain what an area is like using the features represented on a map including contours to show shape, height and slope. (relief maps) • Interpret contours to show shape, slope and height.

	<u>Position and Orientation</u>. • Use maps to give and follow directions using 4pts of a compass.	<u>Position and Orientation</u> • Begin to use maps to give and follow directions using 8pts of a compass. • Use letter and number co-ordinates (B4, C9 etc) to locate features on a map	<u>Position and Orientation</u> • Begin to use maps to give and follow directions using 8pts of a compass. • Use and understand the increasing accuracy of 4 figure grid refs. • Compare maps from now and then to spot changes.	<u>Position and Orientation</u> • Use maps to give and follow directions using 8pts of a compass. • Use and understand the increasing accuracy of 6 figure grid refs.
	<u>Drawing (Mapstart resources for ideas in Geography resources.)</u> • Make a map of a short route with features in correct order. (Local area- Plan a walk balancing fuel and fitness) • Make a map of small area with features in correct places. (Local area- Plan a walk balancing fuel and fitness) • Begin to use a simple colour key.	<u>Drawing (Mapstart resources for ideas in Geography resources.)</u> • Make a map of a short route with features in correct order.(Roaches) • Make a map of small area with features in correct places. (Roaches) • Use a simple colour key and begin to use symbols.	<u>Drawing (Map start resources for ideas in Geography resources.)</u> • Make a plan for example, garden, play park; with scale. • Make sketch maps of an area using symbols and key. • Design maps from descriptions. •	<u>Drawing (Map start resources for ideas in Geography resources.)</u> • Draw scale plans. • Make sketch maps of an area using symbols and key.
	<u>Symbols</u> • Begin to understand symbols for: rivers, main roads, cities, towns, capital cities, national boundaries. • Use ordnance survey symbols for: road, canal, tow path, church, path, golf course, and building, river.	<u>Symbols</u> • Understand symbols for: rivers, main roads, railways, cities, towns, capital cities, national boundaries. • Use ordnance survey symbols for: (In addition to year 3) camp site, caravan site, information centre, parking, coniferous wood and non-coniferous wood.	<u>Symbols</u> • Use keys and symbols when using a map.	<u>Symbols</u> • Use keys and symbols when using a map.
	<u>Perspective and scale</u> • Measure straight line distances between 2 points. • Begin to use a scale bar to calculate real straight line distances.	<u>Perspective and scale</u> • Measure straight line distances between more than 2 points.	<u>Perspective and scale</u> • Measure curved line distances between 2 points.	<u>Perspective and scale</u> • Measure curved line distances between more than 2 points.

	• Know that distance on a map represents distance on the ground e.g 1cm=100m	• Use a scale bar to calculate real straight line distances.	• Begin to use a scale bar to calculate real distances. (Not just straight line)	• Use a scale bar to calculate real distances. (Not just straight line)
Geographical skills- Digital	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 <u>digital technologies.</u>			
	• Use the zoom function to locate places. • With support, add a range of annotation labels and text to help me explain features and places. • With support, highlight an area on a map and measure it using the Area Measurement Tool. • With support, use grid references in the search function • With support, use the grid reference tool to record a location. • Highlight areas within a given radius. • With support, add photographs to specific locations.	• Use the zoom function to explore places at different scales. • Add a range of annotation labels and text to help me explain features and places. • Highlight an area on a map and measure it using the Area Measurement Tool. • Use grid references in the search function • Use the grid reference tool to record a location. • Highlight areas within a given radius. • Add photographs to specific locations.	• With support, find 6-figure grid references and check using the Grid Reference Tool. • With support, combine area and point markers to illustrate a theme. • With support, use maps at different scales to illustrate a story or issue. • With support, use maps to research factual information about locations and features. • With support, use linear and area measuring tools accurately.	• Find 6-figure grid references and check using the Grid Reference Tool. • Combine area and point markers to illustrate a theme. • Use maps at different scales to illustrate a story or issue. • Use maps to research factual information about locations and features. • Use linear and area measuring tools accurately.
Geographical skills- -Field work	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.			
	Observe, measure and record			
	Present			