



***What does it mean to be a geographer? What does it mean to behave and think like a geographer?***

- An excellent knowledge of where places are and what they are like
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

***GEOGRAPHY - Progression of Skills and Knowledge***

	Year 1 Our school Weather patterns UK Fieldwork and map skills	Year 2 Kingswood Compare UK to non-European country Fieldwork and map skills	Year 3 Bristol UK Fieldwork and map skills	Year 4 UK Fieldwork and map skills	Year 5 Europe with focus on one country Fieldwork and map skills	Year 6 Americas Fieldwork and map skills
<b>Locational Knowledge</b>	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To name and locate the world's seven continents and five oceans	To name and locate counties and cities of the United Kingdom	To name and locate counties and cities of the United Kingdom	To locate Europe's countries (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	To locate North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
			To name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns	To name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns	To name and locate key geographical regions in Europe and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	To name and locate geographical regions in North and South America - identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
			To understand how some human and physical characteristics of the UK have changed over time	To understand how some human and physical characteristics of the UK have changed over time	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	To identify the position and significance of the Tropics of Cancer and Capricorn
<b>Place Knowledge</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area (ie the school)	To understand geographical similarities and differences through the study of human and physical geography of the local area Kingswood and beyond the local area	To understand geographical similarities and differences through the study of human and physical geography of their region in the UK	Understand geographical similarities and differences through the study of human and physical geography of the whole region of the United Kingdom	To understand geographical similarities and differences through the study of human and physical geography of a region in a European country	To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	To use world maps, atlases and globes to identify the United Kingdom and its countries	To use world maps, atlases and globes to identify the countries, continents and oceans studied	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in Europe	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map	To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	To use 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	To use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	To use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world	To use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world
	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  To devise a simple map and construct basic symbols in a key	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  To devise a simple map and use and construct basic symbols in a key	To 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.	To 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	To 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	
	To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.				
<b>Human and Physical Geography</b>	To identify seasonal and daily weather patterns in the United Kingdom	To identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To 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	To describe and understand 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	To describe and understand key aspects of European 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	To describe and understand key aspects of North and South America's 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
	To know key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  To know key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	To know key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  To know key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		To describe and understand physical geography, including: rivers, mountains and the water cycle	To describe and understand key aspects of European physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle	To describe and understand key aspects of North and South America's physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes