

St. Columba's Catholic Primary School

Every Person is Precious to God



Geography Key Skills and Knowledge 2019-2020

Links to the National Curriculum:

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.

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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.

	Year 1	Geography
Can they keep a weather chart and answer questions about the weather?	Year 1	Geography
Can they tell someone their address?	Year 1	Geography
Can they explain how the weather changes with each season?	Year 1	Geography
Can they identify the four countries making up the United Kingdom?	Year 1	Geography
Can they name some of the main towns and cities in the United Kingdom?	Year 1	Geography
Can they describe some of the features associated with an island?	Year 1	Geography
Can you find where they live on a map of the UK?	Year 1	Geography

Challenge- :Can they answer questions using a weather chart?	Year 1	Geography
Can they make plausible predictions about what the weather may be like later in the day or tomorrow?	Year 1	Geography
Can they name a few towns in the south and north of the UK	Year 1	Geography
Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house?	Year 1	Geography
<p>Links to the National Curriculum: 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • identify seasonal and daily weather patterns in the United Kingdom and the location of 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	Year 2	Geography
Can they explain the main features of a hot and cold place?	Year 2	Geography
Can the explain what they might wear if they lived in a very hot or a very cold country?	Year 2	Geography
Can they say what they like and don't like about their locality and another locality like the seaside?	Year 2	Geography
Can they describe a place outside Europe using geographical words?	Year 2	Geography
Can they explain how the jobs people do may be different in different parts of the world?	Year 2	Geography
Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley?	Year 2	Geography
Do they think that people ever spoil the area or make it better? How?	Year 2	Geography
Can they explain what facilities a town or village might need?	Year 2	Geography
Can they name the continents of the world and find them in an atlas?	Year 2	Geography
Can they name the world' oceans and find them in an atlas?	Year 2	Geography
Can they name the main cities of England, Wales, Scotland and Ireland?	Year 2	Geography
Challenge- Can they locate some of the world's major rivers and mountain ranges?	Year 2	Geography
Can they point out the North, South, East and West associated with maps and compass?	Year 2	Geography
Links to the National Curriculum	Year 3	Geography

<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions 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 Describe and understand key aspects of physical geography, including: rivers and mountains 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 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 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. 		
Can they carry out research to discover features of cities and villages? Can they plan a journey to a place in England?	Year 3	Geography
Can they make up six cities in the UK and locate them on a map?	Year 3	Geography
Can they locate and name some main islands that surround the UK	Year 3	Geography
Can they name areas of origin of the main ethnic groups in the UK and in their schools?	Year 3	Geography
Do they know the difference between the British Isles, Great Britain and UK?	Year 3	Geography
Can they explain why people are attracted to different cities?	Year 3	Geography
Can they explain why people are attracted to live in cities?	Year 3	Geography
Can they explain why people may choose to live in a village rather than a city?	Year 3	Geography
Challenge- Can they give accurate measurements between two given places within the UK?	Year 3	Geography
Can they explain how a locality has changed over time with reference to physical features?	Year 3	Geography
Can they explain how people are trying to manage their environment?	Year 3	Geography
Can they name some of the main towns and cities in Yorkshire and Lancashire?	Year 3	Geography
Links to the National Curriculum: <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle 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 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 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. 	Year 4	Geography
Can they use some basic OS map symbols?	Year 4	Geography
Can they use maps and atlases appropriately by using contents and indexes?	Year 4	Geography
Do they use correct geographical words to describe a place and the things that happen there?	Year 4	Geography
Can they describe how volcanoes are created?	Year 4	Geography

Can they describe how earth quakes are created?	Year 4	Geography
Can they plan a journey to a place in another part of the world, taking account of distance and time?	Year 4	Geography
Can they explain why many cities of the world are situated by rivers?	Year 4	Geography
Can they explain why people are attracted to live by rivers?	Year 4	Geography
Can they locate and name some of the world's most famous volcanoes?	Year 4	Geography
Can they name and locate many of the world's major rivers on maps?	Year 4	Geography
Can they name and locate many of the world's most famous mountain regions on maps?	Year 4	Geography
Challenge -Can they explain why a locality has a certain physical features?	Year 4	Geography
Can they explain how people's lives vary due to weather?	Year 4	Geography
Can they name the two largest seas around Europe?	Year 4	Geography
Can they name and locate the main canals that link different countries?	Year 4	Geography
Links to the National Curriculum <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 Describe and understand key aspects of: physical geography, including: vegetation belts 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Year 5	Geography
Can they explain how a location fits into its wider geographical location; reference to human and economical features?	Year 5	Geography
Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas?	Year 5	Geography
Can they locate the Tropic of Cancer and the Tropic of Capricorn?	Year 5	Geography
Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?	Year 5	Geography
Can they locate the Mediterranean and explain why it is a popular holiday destination for Britains?	Year 5	Geography
Can they name a number of countries in the Northern Hemisphere?	Year 5	Geography
Can they name and locate the capital cities of neighbouring European countries?	Year 5	Geography
Challenge - Can they work out an accurate itinerary detailing a journey to another part of the world?	Year 5	Geography
Can they report on ways in which humans have both improved and damaged the environment?	Year 5	Geography
Can they work out how long it would take to get to a given destination taking account of the mode of transport?	Year 5	Geography
Do they understand the term sustainable development?	Year 5	Geography
Links to the National Curriculum:	Year 6	Geography

<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical geography, including: climate zones and biomes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. 		
Can they use OS maps to answer questions?	Year 6	Geography
Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?	Year 6	Geography
Can they describe how some places are similar and others are different in relation to their human features?	Year 6	Geography
Can they describe how some places are similar and others are different in relation to their physical features?	Year 6	Geography
Can they recognize key symbols used on ordnance survey maps?	Year 6	Geography
Can they name the largest desert in the world?	Year 6	Geography
Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?	Year 6	Geography
Can they explain how the time zones work?	Year 6	Geography
Challenge - Can they define geographical questions to guide their restrictions?	Year 6	Geography
Can they plan a journey to another part of the world which takes account of time zones?	Year 6	Geography
Can they name the main lines of latitude and meridian of longitude?	Year 6	Geography