



# Ashby Hastings Primary School

*“Inspiring minds to foster confidence”*

## Skills Progression

### Geography

Our Geography Curriculum encourages our children to have curiosity and inquisitiveness about the world in which they live, whilst comparing and contrasting features.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location knowledge</b>	To name, locate and identify characteristics of the four <b>countries</b> and their capital cities of the <b>UK</b> and its surrounding seas.	To name, locate and identify features of the world’s seven <b>continents</b> and five <b>oceans</b> .	To be able to recognise countries, cities and <b>counties</b> within the <b>UK</b> .	To independently locate continents of the world.  To locate <b>countries</b> and major <b>cities</b> in <b>Europe</b> (including Russia).  To be able to identify the northern and southern hemisphere, equator and time zones.	To name, locate and identify key features of <b>countries</b> and major <b>cities</b> in <b>South America</b> . To identify South America in the Southern Hemisphere.  To use lines of latitude and longitude to identify the Equator and the Antarctic Circle.  I can explain why there are time zones.	To name, locate and identify key features of <b>countries</b> and major <b>cities</b> in <b>North America</b> . To identify North America in the Northern Hemisphere.  To use lines of latitude and longitude to identify the Tropics of Cancer and Capricorn and the Arctic Circle.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Human and Physical Knowledge</b></p>	<p>To identify seasonal and daily weather patterns in the UK.</p> <p>To identify features of hot and cold places.</p> <p>To use basic geographical vocabulary to refer to human and physical features such as beach, cliff, sea, river. Town, factory, farm, house and harbour.</p>	<p>To be able to locate hot and cold areas of the world in relation to the equator, North pole and South Pole.</p> <p>To be able to identify, sort and explain the difference between human and physical features.</p> <p>To begin to understand the difference between a village, town and city.</p>	<p>To describe human and physical features of a locality being studied and explain why a locality may have these certain features.</p> <p>To describe and understand key aspects of earthquakes and volcanoes.</p> <p>To be able to explain why people may choose to a certain type of settlement e.g. a village instead of city.</p>	<p>To be able to identify climate zones, biomes and vegetation belts.</p> <p>To explore how these may have changed over time.</p>	<p>To explain physical processes e.g. how mountains are formed. With a link to the water cycle.</p> <p>To consider how a place could change in the future if these processes were to carry on.</p> <p>To think about how humans impact places both positively and negatively.</p>	<p>To compare human and physical features of places around the world.</p> <p>To explain how geographical features can affect economic activity, including trade links and distribution of natural resources such as energy, food, minerals and water.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Place Knowledge</b></p>	<p>To <b>compare</b> human and physical features in the <b>UK</b>, including the <b>local area</b>.</p>	<p>To <b>compare</b> human and physical features of the <b>UK</b> and other <b>countries in the world</b>.</p>	<p>To <b>compare</b> human and physical features between <b>counties</b> in the <b>UK</b>, including the <b>local area</b>.</p>	<p>To compare human and physical features in <b>Russia</b> and a <b>contrasting country</b>.</p>	<p>To <b>compare</b> human and physical features of a country in <b>South America</b> and a <b>contrasting country</b>. Including the local area.</p>	<p>To <b>compare</b> human and physical features of a country of <b>North America</b> and <b>another contrasting country</b>.</p>