

Brough Primary School – Progression in Geography Skills KS2



Information given is for each of the phases, the different geography skills. (See separate file for assessment opportunities).

	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
Geographical skills and fieldwork	<p>Year 3</p> <ul style="list-style-type: none"> • Begin to create maps and plan routes, using the 8 points of the compass, linked to Roman settlements. • Continue to use various sources to identify different locations around the world (rainforests). <p>Year 4</p> <ul style="list-style-type: none"> • Use ordnance survey maps more confidently to navigate the local area. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<p>Year 5</p> <ul style="list-style-type: none"> • Use different types of fieldwork to observe, measure and record the human and physical features in Brough/ Whitby. • Use digital mapping technology to trace physical features of an area. <p>Year 6</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land – linked to Europe). • Use six figure grid references in conjunction with OS maps to locate specific areas. • Analyse and give views on the effectiveness of different geographical representations of a location.
Human and Physical Geography	<p>Year 3</p> <ul style="list-style-type: none"> • Observe how land use in the local area has changed overtime Roman to present day. • Study key physical features of a landscape- Volcanoes and rainforests. <p>Year 4</p> <ul style="list-style-type: none"> • Understand and describe the meaning of, Equator, Tropics of Capricorn or Cancer, Arctic and Antarctic Circles. • Describe key differences between the physical and human features of different countries (U.K. and Scandinavia). 	<p>Year 5</p> <ul style="list-style-type: none"> • Know about the water cycle and its importance to life. • Study rivers and their impact on their local area and Dalby Forest, North Yorkshire). <p>Year 6</p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world (human and physical).

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Locational Knowledge	<p>Year 3</p> <ul style="list-style-type: none"> Case study of the human and physical geography of a European country (Italy). <p>Year 4</p> <ul style="list-style-type: none"> Name and locate all countries within the U.K. and their major cities. 	<p>Year 5</p> <ul style="list-style-type: none"> Name and locate a selection of countries from around the world (India and Greece). <p>Year 6</p> <ul style="list-style-type: none"> Know what longitude and latitude means and how they relate to time zones around the world. Name and locate the countries of North and South America - linked to New World topic. 	
Place Knowledge	<p>Year 3</p> <ul style="list-style-type: none"> Compare two European countries (Italy and U.K). <p>Year 4</p> <ul style="list-style-type: none"> Understand the differences between Scandinavian countries and the U.K. 	<p>Year 5</p> <ul style="list-style-type: none"> Begin to compare countries from around the world (Greece and India). <p>Year 6</p> <ul style="list-style-type: none"> Make comparisons between two European countries such as Germany and Spain using a range of geographical skills. 	
Key Vocabulary (In addition to the Key Stage 1 list)	<i>Climate zones</i> <i>Biomes</i> <i>Vegetation belt</i> <i>Rivers</i> <i>Mountains</i> <i>Volcanoes</i> <i>Earth quakes</i> <i>Water cycle</i>	<i>Abrasion</i> <i>Bank</i> <i>Basin</i> <i>Canal</i> <i>Chanel</i> <i>current</i> <i>Confluence</i> <i>Dam</i> <i>Delta</i> <i>Depth</i> <i>downstream</i> <i>Erosion</i> <i>Estuary</i> <i>flood/</i> <i>Flood plain</i>	<i>Meander</i> <i>Mouth</i> <i>Mud flats</i> <i>Oxbow lake</i> <i>Rapids</i> <i>Reservoir</i> <i>Run off</i> <i>Sediment</i> <i>Silt</i> <i>Source</i> <i>transportation</i> <i>Tributary</i> <i>Water table</i>

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Year Group	Focus Countries
Y1	UK and St. Lucia
Y2	UK, Greenland and India
Y3	UK and Italy
Y4	UK and Scandinavian countries
Y5	North Yorkshire study, Greece and India
Y6	North and South America, Spain and Germany

Key Geography questions KS2 (see KS1 for LA children) When learning about a new place (for example, during non-geography-based units, such as history-based units) always ask and answer these questions:

General questions to ask about location:

HOTCLUB:

- **HEMISPHERE** - Which hemisphere(s) is it in?
- **OTHER PLACES** - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?
- **TIMEZONE** - Which time zone is it in?
- **CLIMATE** - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)
- **LATITUDE** - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?
- **US** - Where is it in relation to our village/town/city/county/country?
- **BODIES OF WATER** - Which bodies of water are nearby?

Questions to ask about the location...

...Of a continent:

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- Which countries are in this continent?

...Of a country:

- What is the capital city?
- Which major cities are in this country?
- Which other countries are nearby?

...Of a city/town/village:

- Which country is it in?
- Which continent is it in?
- Which other cities/towns/villages are nearby?
- Which county/region is it located in?
- What is its grid reference?
- What are its origins?

General questions to ask about any continent/country/city etc:

Human Geography

- Who lives there?
- Which major landmarks are found here?
- What human-made features are found here?
- How was the land used here now and in the past?
- What types of settlement are found here?
- What kinds of economic activity happen here?
- Which natural resources can be found here?
- What is its population?
- (If studying a country) What do they export and where do they export it to?
- (If studying a country) What do they import and where do they import it from?

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Physical Geography

- Which (terrestrial) biomes are found here? (Rain Forest/Deciduous Forest/Desert/Temperate Grassland/Tropical Grassland/Taiga/Tundra)
- What lives there?
- What is the elevation like?
- Which major rivers and valleys are found here?
- Which major mountains are found here?
- Which natural disasters are known to happen here?

Additional, non-essential questions to ask (a non-exhaustive list):

- What is the place famous for?
- What kind of food is eaten there?
- Which religions are followed there?
- Which famous people are from there?
- What are houses and buildings like there?
- What happened there in the past?
- Which sports are played there?
- What is it like to live there?

Geography Units

If carrying out a geography-specific unit use the majority of the questions from [STEEP](#) in addition to the above questions in order to ask more in-depth questions about the place:

- Social
- Technological
- Economic
- Environmental
- Political

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When learning about a new place (for example, during non-geography-based units, such as history-based units) always carry out these actions:

- 1st: Locate it on a map of the county/region it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 2nd: Locate it on a map of the country it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 3rd: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Use computer mapping (e.g. google maps) to zoom in to and out of the place, discussing location in relation to other known places
- Locate it on a political map (and look at nearby countries and borders)
- Locate it on a physical/topographic map (and look at elevation, mountains, rivers, bodies of water)
- Locate it on a climate map (and look at the colours used to show different climatic areas)
- Locate it on a map with a satellite image overlay
- Locate it on a globe (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Locate it on an Ordnance Survey map (and identify its grid reference and use symbols to locate local features)
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)