



Geography Curriculum Progression of Skills Assessment Grid Y5/6

Note initials of children WB, WT, EXP and GD.

Strand	Objective	Working Below	Working towards	EXP	Greater Depth
Locational Knowledge	On world map, locate some countries in Europe, Africa, South America and Australasia / Oceania and Antarctica. Location chosen European location and its position within Europe.				
	Identify the main environmental regions of the countries studied, key physical and human characteristics and some major cities.				
	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)				
	Name and locate the key topographical features in Europe and the UK including coast, hills, mountains and rivers.				
	Understand how these features have changed over time.				
	<b>Vocabulary: location, route, network, distance, direction, grid reference, settlement type, economic activity, buildings, landscape, leisure, seaside resort, beach, coast, sea, physical, human, land use, features, traffic, vehicles, compass, primary, secondary, tertiary</b>				
Human and Physical Geography	Describe and understand key aspects of physical geography: explain how coasts can impact human settlement – study of Bude.				
	Understand the significance and impact of climate zones, biomes and vegetation belts.				
	Describe and understand key aspects of distribution of natural resources, focussing on energy (oil and gas) and rainforest regions.				
	Describe and understand some key aspects of human geography, including fair trade, pollution, deforestation and energy production.				
	Compare a region of the UK within North/South America with significant similarities and differences.				
	<b>Vocabulary: sea, land, transport, food, cooking, tortilla, spices, shopping, homes, jobs, school, village, traditional, modern, landscape, temperature, continent, ocean, journey</b>				

Geographical Skills and Fieldwork	Use the eight points of the compass and four and six figure grid references.				
	Use maps and atlases, globes and digital/computing mapping to locate countries and describe features.				
	Visit a coastal location and explain the features.				
	Make field notes/observational notes about land features.				
	Take photographs to support findings and compare with local features in Halwill.				
	Undertake a survey in the local area or on a visit – drawing comparisons				
	Select a method to present the differences in transport in the area today and during the Victorian era.				
	Collate the data collected and record it using data handling software to produce graphs and charts of the results.				
	Ask Geographical questions e.g. how is traffic controlled? What are the main problems?				
	<b>Vocabulary: buildings, traffic, environment, volume, pedestrian precinct, diversion, benefits, shopkeepers, deliveries, senior citizens, survey, points of view, planning, issues, decisions</b>				

Attitude To Learning	Note initials of children's attitude to Learning