

Geography

Skills Progression Document

Geographical Skills	The Big Geographical Ideas
<ul style="list-style-type: none"> Investigate Place 	<p>Understanding the geographical location of places and their physical and human features. E.g. Name, locate, fieldwork, topographical features, geographical questions,</p>
<ul style="list-style-type: none"> Investigate Patterns 	<p>Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. E.g. Land use, changes over time, patterns,</p>
<ul style="list-style-type: none"> Communicate Geographically 	<p>Understanding geographical representations, vocabulary and techniques. E.g. Maps, grid references, compass points, atlas, globes, geographical vocabulary,</p>

Characteristics of Geographers
<ul style="list-style-type: none"> A passion for and a commitment to the subject and a real sense of curiosity to find out about the world and the people who live there An excellent knowledge of where places are and what they are like (contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics) An extensive base of geographical knowledge and vocabulary; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes Highly developed and frequently used geographical skills and techniques The ability to analyse how different physical and human environments are similar or contrasting and also interdependent and interconnected Skill to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) The ability to communicate geographical information in a variety of ways, including through maps and writing at length

Geography: Sequencing Big Ideas

EYFS

The principle focus of Geography teaching in EYFS is to enable pupils to develop curiosity about the natural world around them. Through purposeful play, observation and discussion of stories and non-fiction texts they should explore the similarities and differences between life in this country and others. They will explore the natural world around them, including the change in seasons, making observations and drawing pictures based on their own experiences and what has been read in class.

Nursery and Reception Geographical Skills	The Big Geographical Ideas
<ul style="list-style-type: none"> Investigate Place 	<ul style="list-style-type: none"> To be interested in the natural world Make comments about similarities between life in this country compared to others
<ul style="list-style-type: none"> Investigate Patterns 	<ul style="list-style-type: none"> To observe how the seasons change
<ul style="list-style-type: none"> Communicate Geographically 	<ul style="list-style-type: none"> Make comments about what they have heard in stories and non-fiction texts Look at maps Describe their immediate environment drawing on their observations and discussions

KS1

The purpose of Geography teaching in KS1 is so that pupils develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They will compare and contrast physical and human features, use simple fieldwork and observational skills to study their local area, ask and answer geographical questions and use simple maps. In Year 1 they will explore weather and climate in the UK and around the world, use basic geographical language to compare the physical and human features of locations (Town and Country). In Year 2 they will compare and contrast a small area of the UK with that of a non-European country.

Year 1 & 2 Geographical Skills	The Big Geographical Ideas
<ul style="list-style-type: none"> Investigate Place 	<ul style="list-style-type: none"> Ask and answer geographical questions such as, e.g. How is food produced? How does it reach the shops in our town? Compare and contrast physical and human features of town and country areas Where we live - name/locate on map/globe four countries in UK, capital cities, surrounding seas ☐ Use aerial photos – recognise landmarks, basic human /physical features Use simple field work and observational skills to study local area around the school, studying simple human/physical characteristics in the surrounding environment e.g. land use around the school Name/locate on map/globe seven continents / five oceans Ask and answer geographical questions such as, e.g. What types of building are in the road where the school is?
<ul style="list-style-type: none"> Investigate Patterns 	<ul style="list-style-type: none"> Identify seasonal weather patterns Record daily weather patterns – record observations, measure rainfall, etc. Identify hot/cold areas of world – North Pole, South Pole, Equator 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
<ul style="list-style-type: none"> Communicate Geographically 	<ul style="list-style-type: none"> Communicate using geographical vocabulary: city, town, village, factory, farm, house, office, forest, hill, mountain, river, soil, valley, vegetation to describe town and country areas Use simple directions N, S, E, W to describe routes – also left, right, near, far Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) Use geographical language such as beach, cliff, coast, port, harbour, sea, ocean and words from year 1 where appropriate.

Lower KS2	
<p>In Year 3 and 4, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. They will name and locate major regions on a map, describe geographical similarities and differences between different areas and describe land use and changes in this over time. They will use maps, atlases and globes and begin to use the eight points of a compass. In Year 3 pupils should identify key geographical features of the countries in the UK and show how some of these have changed over time, and describe and understand key aspects of earthquakes and volcanoes. In Year 4 pupils should understand geographical similarities and differences through the study of the human and physical geography of a region in a European country and use a wide range of geographical sources to investigate places and patterns.</p>	
Year 3 & 4 Geographical Skills	The Big Geographical Ideas
<ul style="list-style-type: none"> Investigate Place 	<ul style="list-style-type: none"> Name/locate on map/digital map: major regions, cities in UK and Europe Identify human / physical features / key topographical features/characteristics of the UK and European countries including hills, mountains, rivers and coasts To ask and investigate geographical questions such as: Why do earthquakes/ volcanoes occur? To ask and investigate geographical questions about the physical and human characteristics of a location (use fieldwork)
<ul style="list-style-type: none"> Investigate Patterns 	<ul style="list-style-type: none"> Identify and describe land use patterns and how they change over time Identify and describe patterns in areas where volcanoes/earthquakes occur Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Describe the geographical similarities/differences (human and physical) between UK and a European country, e.g. Spain Investigate human features such as types of settlement and land use Investigate economic activity such as trade links and the distribution of natural resources (energy, food, water)
<ul style="list-style-type: none"> Communicate Geographically 	<ul style="list-style-type: none"> To communicate using geographical vocabulary including rivers, mountains, volcanoes, earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Explain own views about locations, giving reasons To communicate using geographical vocabulary including settlements, land use, trade, energy Begin to use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom

Upper KS2

The purpose of Geography teaching in Year 5 and 6 is to extend pupil's knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. Pupils should name and locate a variety of major countries and cities and identify human and physical characteristics of these. They should draw on a range of geographical resources and use different types of fieldwork to observe, measure and record and use the 8-points of a compass. In Year 5 pupils should understand geographical similarities and differences through the study of the human and physical geography of a region in North and South America. In Year 6 they should use fieldwork to observe, measure and record the human and physical features in the local area, understand geographical similarities and differences through the study of the human and physical geography of a region in the UK and a European country.

Year 5 & 6 Geographical Skills	The Big Geographical Ideas
<ul style="list-style-type: none"> Investigate Place 	<ul style="list-style-type: none"> Name/locate on map/globe/digital map a variety of major countries and cities in North and South America Identify human / physical features / key topographical features/characteristics of countries in North and South America using a variety of resources Physical features – climate zones, biomes, vegetation belts, rivers Human features – types of settlement and land use, economic activity (trade links), distribution of natural resources (energy, food, water) Ask and investigate geographical questions about the physical and human characteristics of a location Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area; Record the results in a range of ways Analyse different representations of a location e.g. satellite image/map
<ul style="list-style-type: none"> Investigate Patterns 	<ul style="list-style-type: none"> Identify lines of longitude/latitude including Equator, Tropics Cancer/ Capricorn, Arctic/Antarctic circles, time zones and Greenwich Meridian (link to day/night) Understand some of the reasons for geographical differences/similarities between countries Describe how locations are changing and explain the reasons why Describe how countries/regions are interconnected and interdependent Identify the geographical similarities/differences (human and physical) between area of UK, and an area in a European country Understand some of the reasons for geographical differences/similarities between countries Describe how locations are changing and explain the reasons why Describe how countries/regions are interconnected and interdependent Describe how the locality of the school has changed over time

- **Communicate Geographically**

- Y5- Use the eight points of a compass, four-figure grid references (Y5), six-figure grid references (Y6) to locate and give directions on a map,(including ordinance survey)
- Read a variety of symbols and key to communicate knowledge of the United Kingdom and the wider world
- Communicate using geographical vocabulary including: - Physical features (climate zones, biomes, vegetation belts, rivers, mountains) -Human features (types of settlement and land use, economic activity (trade links), distribution of natural resources (energy, food, water))
- Create maps, graphs, plans, including the use of digital technology