Curriculum Skills and Progression Map
Geography

Nebula
where stars are born

The Nebula Federation

Hainford V.C. Primary School

Geography Curriculum Skills and Progression Map
Key language in red

Geography - Age Related Statutory Coverage	
Key Stage One Learning	**Key Stage Two**
Locational knowledge 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 **Place knowledge** 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	**Locational knowledge** Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the UK, geographical regions and 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 Identify the position and significance of **latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones** **Place knowledge** 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
Human and physical geography Identify seasonal and daily weather patterns in the UK 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 • key human features **Geographical skills and fieldwork** Use world **maps**, **atlases** and **globes** to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and	**Human and physical geography** Describe and understand key aspects of: • Physical geography: **climate zones, biomes and vegetation belts**, • **rivers, mountains, volcanoes and earthquakes, and the water cycle** • Human geography: **types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water** **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, **4 and 6-figure grid references**, symbols /key Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.	

Geography LTP

Hainford		**Hainford Geography Curriculum map: Deep Study LTP** **Map work will be present in all units**		
		Autumn	**Spring**	**Summer**
Class 1	**Yr 1A**	**Our Local Area** What's it like where we live? ***Skills and Fieldwork:*** *Hainford (village walk)*	**Wonderful Weather & Hot and Cold Places**	**Journeys – Food** Where does our food come from? **----------** **Our country**
	Year 1B	**Our Local Area /** What's it like in our school? What is the weather like?	**Animals and their Habitats** Where do our favourite animals live / come from?	**The Beach: Physical geography**
Class 2	**Year 2A**	**Our World**	**Uk & the Caribbean**	**Land Use** How is life different in city to the countryside? How has Hainford / Norwich changed over time?
	Year 2B	**Coasts & the seaside**	**Italy (inc. Vesuvius)**	**London, Rome & New York** ***LK: Europe***
Class 3	**Year A**	**The UK**	**Planet Earth**	**Holiday Destinations** holiday destinations: Norfolk, Russia and Mexico.

	Year B	**Human Geography: Settlements – local geographical study** **(***Changes in our Local Environment)*	**Transport, Trade and energy** **What is clean energy?** **How does xxx get here?** ,	**Blue Planet (***Oceans, seas and rivers*) local study (rivers) Field works skills: From source to the sea (Yare to Yarmouth)
	Year C	**<u>Mountains</u>,** **(*revisit Volcanos and earthquakes*)**	**North & South America** Are we damaging our world? (deforestation)	**Europe – a study inc. russia**

Skills Overview – Geography	
Early Years	**Year 1**
Expected Standard	
• Can they make observations about their local environment? • Can they talk about the features of their immediate environment? • Can they compare two different environments? **LOCATIONAL:** • Can they talk about different types of transport and journeys? • Can they name the school and area that they live in? **PLACE:** • Can they talk about similarities and differences about the places they have visited? • Can they describe the features of their immediate environment and how environments are different? • Can they suggest ideas for improving the classroom, outdoor area? **HUMAN AND PHYSICAL GEOGRAPHY**	• Can they explain where they live and describe some of the physical features? • Can identify what they like and don't like about their locality and give reasons why? • Can they answer some questions using different geographical resources? **LOCATIONAL:** • Can they talk about different types of transport and journeys? • Can they describe the area that they live in? **PLACE:** • Describe places using their characteristics and simple vocabulary – e.g. house, street, wood • Make lists of places with similar characteristics – e.g. the seaside, towns • Talk about places seen in books, videos, internet **HUMAN AND PHYSICAL GEOGRAPHY** • Can they describe seasonal and daily weather patterns? • Can they describe the similarities and differences between two

• Can they comment on seasonal and daily weather patterns? • Can they identify any similarities and differences between two places? **Maps** • Can they identify a globe and a map? • Can they use positional language related to their position and distance? • Understand the concept of close and far away **GEOGRAPHICAL STUDY and FIELD WORK** • Show interest in what they see in field work • Remember and talk about what was seen • Fill in and use a class weather charts •	places? • Describe different types of buildings **Maps** • Can they make simple maps? • Can they identify a map of the United Kingdom? • Can they use positional language related to their position and distance? • Use simple blocked maps and plans • Make simple plans and talk about them • Mark the location of the school on a simple local map • Identify where they have been on holiday, using a map • Identify the hot and cold areas of the world – north and south pole and tropics **GEOGRAPHICAL STUDY and FIELD WORK** • Show interest in what they see in field work • Record what they have seen, in simple ways, including pictures and diagrams with labels • Remember and talk about what was seen using some geographical language • With support, use a digital devices to record what they see • Collect simple statistics – longest, shortest, highest • Fill in and use a class weather charts
Challenge	
• Can they explain the impact that their activity has on the local environment? • Can they describe some actions which they can do to help maintain the area they live in?	• Can they ask relevant geographical questions using a range of sources provided? Can they show empathy towards a geographical event or issue and explain the impact on people or place?

Skills Overview – Geography Class 2	
Year 2	**Year 3**
• Can they label a diagram or photograph using some geographical vocabulary? • Can they describe a locality? • Can they identify key features of a locality by using a map?	• Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they use and compare two maps explaining the purpose of each?
GEOGRAPHICAL STUDY and FIELD WORK • Ask simple geographical questions • Take and use digital photographs • Make detailed sketches whilst on field work and/or draw labelled diagrams • Discuss changes in weather and seasons from a chart • Use tally charts and simple tables to collect information	**GEOGRAPHICAL STUDY and FIELD WORK** • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires • Suggest own ways of presenting information, including graphically and in writing • Make detailed and labelled field sketches • Take field measurements over time • Collect statistics and present them appropriately • Record information on charts, graphs and tables • Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate
MAPS • Identify features on a map • Know the main aspects of the British Isles using maps • Draw simple maps and plans, sometimes with keys • Make a plan of the classroom • Mark some locations on a map of UK – our town, our school visit, my holiday (Cromer)	**MAPS** • Draw maps of local places, including sketches from field work • Use and draw maps with a simple key • Use maps with simple grid references • Work out routes on maps and plans • Find longest and shortest routes using maps Plan routes using 4 points of the compass

• Identify the main regions of the world – continents and oceans • Identify the hot and cold areas of the world – north and south pole and tropics • Begin to use concepts of NSEW	• Compare information from atlases with that from a globe • Use atlases which show physical and human features • Use contents and index pages of an atlas • Identify the main regions of the world – continents, equator, tropics
This is covered during the 2 year rolling programme **KNOWLEDGE AND UNDERSTANDING (Yr 2 focus)** • Recognise characteristic physical and human features of places - built up, noisy, busy … • Identify parts of some physical features – e.g. coast • Understand similarities and differences in places • With adult support use aerial photographs to identify land use and other geographical features • Know that places are linked by paths or roads • Express views about local area and environment • Use vocabulary of size to classify –hamlet, town, city **KNOWLEDGE AND UNDERSTANDING (yr3 focus)** • Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Identify links between physical and human features • Describe and identify how a place has changed • Understand how *economic development* can change a place • Express views and recognise how people affect the environment • Suggest ways of improving local environment • comment how weather can changes an environment	
Extension	Extension

	General Skills Overview – Geography Class 3

Geography Curriculum Skills and Progression Map

Key language in red

	Building on Yr3	Core	Ext
Criteria			
Geographical language	Recall and use some terms studied sometimes applying	Recall and use nearly all terms studied sometimes applying	Recall, use and apply terminology with a greater understanding
Locational	With support: --- Can they make links between their own geographical location and other localities (local, national, global) Can they explain their views in relation to environmental change and geographical issues? Can they Identify time differences around the world?	Can they identify the links between human and physical geography? Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? **Change over time** Can they explain how a locality has changed over time with reference to physical features and human features? Can they suggest different ways that a locality could be changed and improved? Can they identify different views around a geographical issue and state their own view?	Can they explain the links between human and physical geographical processes and how these may affect the future? Can they explain a range of geographical processes and the effects on people and places?
Knowledge & Understanding	Begin to understand geographical pattern – e.g. industry by a river • Work out a location using a range of information • Understand the different uses of different places • Understand that different places may have similar / different characteristics • identify how a place has changed • Express views and recognise how people affect the environment • Know the difference between	• Understand geographical patterns in greater depth • Describe how change can lead to similarities between different places • Understand and use the concept of reciprocal link between physical and human features • Understand that different places may have similar / different characteristics and give reasons for these • Describe and identify how a place has changed • Express views and recognise how people affect the environment, summarising the issues • Design practical solutions of improving local environment • Understand how weather changes an environment • Explain the difference between knowledge and weather • Suggest ways towards a reduction in climate change	• Justify own viewpoint or decision, and use new information to adapt their own viewpoint • Describe and to explain in greater detail patterns and physical and human changes • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both human and physical geography • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their

	weather and climate		viewpoints
Physical Geo Processes	• Can they give a brief description how physical features are formed?	Can they describe how physical features are formed, accurately using technical language?	• Can they describe in depth how physical features are formed, accurately using technical language?
Maps Skills /Direction **Reading / comparing / interpreting /**	**Reading/ comparing/ Analysing** • Use four figure grid references to locate points on a map • Use a key to read maps quickly • Work out a journey time • Use a range of maps to locate physical and human features **Transferring/ Drawing** Record key physical / human characteristics on a map (	**Reading/ comparing/ Analysing** Use four & six figure grid references to Route • Use and understand simple scale • Read and use the symbols on an OS map • Work out a journey time, using their knowledge of time zones • Use a wide range of maps, globes and atlases at different scales • Use a range of maps to identify patterns in the location of physical and human features **Transferring/ Drawing** Record key physical / human characteristics on a map taken from different maps	**Reading/ comparing/ Analysing** • Use a compass to follow a route • Use a range of maps to identify patterns in the location of physical and human features and describe and explain these using their knowledge of processes **Transferring/ Drawing** Record key physical / human characteristics with increasing accuracy on a map taken from different maps and sources
Geo Inquiry Planning	Suggest suitable questions for a field work study	• Draw on own knowledge and understanding when setting up a field work investigation	Can they pose a geographical hypothesis using various sources to draw a conclusion?
Field work	• Record observations • Measure (wind speed, rainfall and noise levels) • Take more detailed and accurate field measurements	Offer more detailed observations • Make careful measurements - e.g. rainfall, noise level, distance • Collect statistics about people and places • Take photographs / sketches • Collect statistics about people and places • Take field measurements over time •	Can they take the lead • Carefully select sources of evidence, and sift information • Discriminate between different sources of information • Collect statistics about people and places, and set up a database from fieldwork or research
Analytical	• Examine, question, analyse what is discovered, using one source of evidence	• Examine, question, analyse what is discovered, using a range of evidence	• Test conclusions for accuracy • Analyse data – e.g. population data - using similarity and difference. Use the mean Offer explanations for some features seen

			in field work, underlying reasons for observations, giving own views and judgements
Presentation	Begin to use a range of graphs, Make good use of ICT in charts and graphs Plan a route and work out distance using map scales	• Rank information found into order of importance • Come to accurate conclusions, using information • Use a wider range of graphs with increased precision • Use graphs to record change over time •	Suggest relevant issues for further study • Speculate and hypothesise about what is found • Use a range of graphs including pie charts • Can they lead a group to present their research through self- selected representations? E.g. reports, leaflets, drama, art, multimedia

Geographical Sources of Evidence
• Photographs including aerial photographs • Atlases and globes • Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps • Google Maps and Google Earth • Video recordings • Films • Published books, newspapers and magazine clippings • Letters • Visitors and interviews Field work objects e.g., barometer

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