

Curriculum Skills and Progression Map

Geography



Nebula
where stars are born



The Nebula Federation

Frettenham Primary School

Geography - Age Related Statutory Coverage	
Key Stage One Learning	Key Stage Two
<p>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</p> <p>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</p>	<p>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</p> <p>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</p>
<p>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:</p> <ul style="list-style-type: none"> key physical features key human features <p>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</p>	<p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 <p>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</p>

<p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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.</p>	
---	--

Progression in Fieldwork and investigations:

Meeting expectations.

End of KS 1: A child can use aerial photos to identify human and physical features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Make models of landmarks seen on a local walk, order them and correctly locate them on large scale map.) The child can keep a weekly weather chart based on first hand observations using picture symbols and present this data. (E.g. Go outside and record the weather over time, building up a table of information that can be described and discussed.)

Lower Key stage 2: The child can make a map of a short route with features in the correct order and in the correct place. The child can make a simple plan of a room. The child can present information gathered in fieldwork using simple graphs. The child uses the zoom function of a digital map to locate places. (E.g. Using Google Earth – starting at a zoomed point zoom out and locate key places and features and match them on a map of the area.) In a group the child can carry out fieldwork in the local area selecting appropriate techniques. (E.g. Create a river in the playground using natural materials. Observe and record what happens to the water over different materials. Take photographs and labels them with key river features and processes.)

Upper Key stage 2: The child can make sketch maps of areas using symbols, a key and scales. A digital map can be used to investigate the features of a studied area. Information gathered in fieldwork studies can be presented using a range of graphs and tables. (e.g. Research into how an area is changing, using a range of digital sources including historical maps, images and other sources like newspapers.) The child can plan and carryout a fieldwork investigation in a urban area and /or rural area using appropriate techniques. (E.g. plan and carryout an enquiry to investigate how sustainable one aspects of the school's work is. Collect evidence from surveys, photographs and interviews and present the finding to school stakeholders.)

Map progression

Meeting expectations.

End of Key stage 1: The child can use a world map, atlas or globe to name the seven continents and 5 oceans. The child can use a UK wall map or atlas to locate and identify the 4 counties and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)

The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a large scale map, using compass directions and locational language, prompted by their journey notes.)

Lower Key stage 2: The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use an atlas or map to locate the UK and locate some major urban areas: locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.) The child can use four figure grid references and give directional instructions up to eight compass points. The child can adeptly use large-scale maps outside (E.g. Follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references.)

Upper Key stage 2: The child can use physical and political maps to describe key human and physical characteristics of regions of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the equator, latitude and longitude and time zones. The child can use thematic maps to specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.) The child can use four-figure and six-figure grid references. The child can describe height and slope from a map and begin to describe the shape of the land from contour patterns. The child can read and compare map scales. (E.g. Use large scale OS maps of the local area to annotate with photographs and information about a local issue.)

Skills Overview – Geography																							
Early Years	Year 1																						
Expected Standard																							
<p>ELG Children know about similarities and differences in relation to places. They talk about their own immediate environment and how environments vary from one another.</p> <table> <tr> <td>Vocabulary</td><td>Environment</td></tr> <tr> <td>Place</td><td>Map</td></tr> <tr> <td>Similar</td><td>Difference</td></tr> <tr> <td>World</td><td>Village</td></tr> <tr> <td>Town</td><td>City</td></tr> <tr> <td>Home</td><td>House</td></tr> <tr> <td>School</td><td>Garden</td></tr> <tr> <td>Field.</td><td>Observe</td></tr> <tr> <td>Discuss</td><td>Explain</td></tr> <tr> <td>Globe</td><td>identify</td></tr> <tr> <td>Describe</td><td></td></tr> </table> <p>Weather related vocabulary. Positional vocabulary e.g. near, far, close....</p>	Vocabulary	Environment	Place	Map	Similar	Difference	World	Village	Town	City	Home	House	School	Garden	Field.	Observe	Discuss	Explain	Globe	identify	Describe		<p>Geographical enquiry</p> <ul style="list-style-type: none"> Investigate their surrounding and make observations about where things are. Record what they have seen, in simple ways, including pictures and diagrams with labels <p>Map skills</p> <ul style="list-style-type: none"> Make simple maps? Identify a map of the United Kingdom? Use positional language related to their position and distance? <p>Human and physical themes</p> <ul style="list-style-type: none"> Describe similarities and differences through looking at the human and physical geography of two places in a local area. identify seasonal and daily weather patterns in the UK.
Vocabulary	Environment																						
Place	Map																						
Similar	Difference																						
World	Village																						
Town	City																						
Home	House																						
School	Garden																						
Field.	Observe																						
Discuss	Explain																						
Globe	identify																						
Describe																							
Challenge																							
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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
<p>Geographical enquiry:</p> <ul style="list-style-type: none"> Label a diagram or photograph using some geographical vocabulary? Describe a locality like the school and surrounding area. Can they identify key features of a locality by using a map? <p>Map skills :</p> <ul style="list-style-type: none"> Know the main aspects of the British Isles using maps Draw simple maps and plans, sometimes with keys Use a plan view Mark some locations on a map of UK – our town, our school visit, my holiday (Cromer) 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 , follow directions <p>Human and physical themes</p> <ul style="list-style-type: none"> Recognise and describe characteristics of human and physical geography of a place. Use language to classify the size of a place. Begin to identify from photographs land use and other geographical features. 	<p>Geographical enquiry:</p> <ul style="list-style-type: none"> Begin to collect evidence and begin to draw conclusions from the evidence e.g. make comparisons between locations from pictures/ maps/ photos. 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? <p>Map skills:</p> <ul style="list-style-type: none"> 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 Compare information from atlases with that from a globe Use atlases which show physical and human features Identify the main regions of the world – continents, equator, tropics Use 4 point compass directions to follow and give directions. <p>Human and physical themes</p> <ul style="list-style-type: none"> Understand that different places may have similar / different characteristics and give reasons for these. Identify links between physical and human features Express ideas about how humans can change an environment.

Geography Curriculum Skills and Progression Map

Key language in red



	<ul style="list-style-type: none"> • Suggest ways of improving an environment • Begin to recognise how weather can change an environment.
Extension	<p>Extension</p> <ul style="list-style-type: none"> • Can they ask relevant geographical questions using a range of sources provided? <p>Can they show empathy towards a geographical event or issue and explain the impact on people or place?</p>

Class 3		
Year 4	Year 5	Year 6

<p>Geographical enquiry</p> <ul style="list-style-type: none"> Ask and respond to questions, offer their own ideas. Investigate places and themes at more than one scale. Collect and record evidence and draw conclusions from findings. <p>Map skills:</p> <ul style="list-style-type: none"> Use 4 point compass directions, begin to understand the 8 compass points. Use a key to read maps, begin to recognise symbols on an OS map Use a range of maps to locate physical and human features Make a map of a short route Follow a route on a large scale map. Locate places on a large scale map. <p>Human and physical themes</p> <ul style="list-style-type: none"> Understand the different uses of different places Understand different places may have similar of different characteristics. Identify how a place has changed Recognise how people have affected an environment and express views as to whether it is positive. Know the difference between weather and climate. Have simple ideas about how physical features 	<p>Geographical enquiry</p> <ul style="list-style-type: none"> Begin to suggest questions which can used as the basis for investigating. Begin to use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided. Analyse evidence and draw independent conclusions. <p>Map skills</p> <ul style="list-style-type: none"> Use 8 point compass points, begin to use 4 figure coordinates to locate features on a map. Begin to draw a variety of thematic maps Use four figure grid references to locate points on a map based on their own data or research. Draw a sketch map using recognised OS symbols. Select a map for a specific purpose. <p>Human and physical themes</p> <ul style="list-style-type: none"> Understand geographical patterns through studying a locality Understand the distribution of natural resources, like energy, food, water of the localities studied. Describe and identify how a place could have changed over time, including how people can affect an environment. Explain the difference between climate and weather, 	<p>Geographical enquiry</p> <ul style="list-style-type: none"> Suggest appropriate questions to investigate Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger sales. Analyse evidence and draw conclusions looking for patterns and explain reasons behind it. <p>Map skills</p> <ul style="list-style-type: none"> Use 8 point compass points accurately to give direction. Use 4 figure co-ordinates confidently to locate features on a map. Understand latitude and longitude on atlas maps and use 6 figure grid references. Draw thematic maps and plans of increasing complexity. Use atlas symbols to help find out about other features of places <p>Human and physical themes</p> <ul style="list-style-type: none"> Describe and present information
---	--	--

are formed.	<ul style="list-style-type: none"> • Give reasons for places that may have similar or different characteristics. • Use technical language to describe how physical features are formed. 	<p>about patterns in physical and human changes in a locality.</p> <ul style="list-style-type: none"> • Present ideas about how human activities can cause changes to an environment and take into account differing viewpoints. • Be able to describe types of settlements and land use, economic activity including trade links and distribution of natural resources like, energy, food, water of the locality studied.
-------------	---	--

Geographical Sources of Evidence
<ul style="list-style-type: none"> • 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 <p>Field work objects e.g., barometer</p>

Geography Curriculum Skills and Progression Map

Key language in red