

Emmer Green Primary School

Geography Progression of Skills and Curriculum Overview

The dimensions of progress in geography:

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and context.
- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Working with more complex information about the world, including the relevance of people’s attitudes, values and beliefs.
- Increasing the range and accuracy of pupils’ investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

Children know that ‘in geography we learn about the places, spaces, processes and environments of the world.’

	Understanding the World	Vocabulary
Reception	<p>Know there are different countries in the world and talk about the differences they have seen or in photos.</p> <p>Draw information from a simple map. Use book Martha Maps it Out</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Topic of safari using the story Handa's Surprise.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Spring, Summer, Autumn, Winter, changes, same, different, left, right in front, behind, next to, forwards, backwards</p>

	<p data-bbox="748 197 1509 347">Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Books Wangari's Trees of Peace and Great Women Who Saved the Planet.</p> <p data-bbox="495 384 1525 534">The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p> <p data-bbox="748 603 1532 662">T:\Infants\Reception\EYFS Curriculum Information\Progression of skills\UW-Reception.docx</p>	
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	Location knowledge	Place knowledge	Human and physical geography	Skills and fieldwork	Vocabulary
Year 1			<p>Pupils can recognise similarities and differences between area of UK and Isle of Skye (linked to Katie Morag Struay). In science, pupils learn about the seasons.</p>	<p>Pupils study the school grounds, make simple observations and begin to recognise key human and physical features. Pupils are beginning to recognise the difference between front facing photographs and aerial photos /plans, make a 3D map and draw a simple map. Pupils are introduced to the concept of the 4 compass points.</p>	<p>Name. recognise, describe, map, symbol Beach, cliff, coast, sea, ocean, river, hill, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, near, far.</p>
Year 2	<p>Pupils can name and locate seven continents and five oceans. Pupils can name, locate and identify characteristics of the four countries and capital cities of UK and surrounding seas.</p>	<p>Pupils can understand similarities and differences between where they live and an area in (non-European country) Kenya.</p>	<p>Pupils can identify seasonal and daily weather patterns in the UK. They can locate hot and cold places in the world in relation to the equator and the Poles. Pupils can confidently use geographical vocabulary from Y1 and Y2.</p>	<p>Pupils can use world maps, atlases and globes to identify the UK and its countries; continents and oceans; and locate Kenya. They can describe the location of features and routes on a map using directional vocabulary and confidently use four compass points. Pupils use aerial photographs and plan perspectives to recognise landmarks. Pupils can devise a simple map and use symbols in a key.</p>	<p>Identify, locate, observe, compare and contrast. Key Forest, hill, mountain, soil, valley, vegetation, North, South, East, West, left, right, climate Equator</p>

	Location knowledge	Place knowledge	Human and physical geography	Skills and fieldwork	Vocabulary
Year 3	<p>-Pupils are beginning to recognise the continents different countries are in. They can locate the countries of Europe using maps. They are beginning to recognise the environmental regions of deserts, polar, rainforest and savannah.</p> <p>-They can name and locate the countries of the UK and key topographical features (including mountains and rivers.)</p> <p>-Pupils can identify the position and significance of the equator, Tropics of Cancer and Capricorn, Arctic and Antarctic.</p>	<p>-Understand geographical similarities and differences through the study of physical and human geography of a region of the UK (The Lake District) and a region in a European country (The Alps.)</p>	<p>- Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, mountains, volcanoes, earthquakes.</p> <p>- Describe and understand key aspects of human geography including types of land use, economic activity including trade links and the distribution of natural resources including food.</p>	<p>-Use maps, atlases, globes to locate countries and describe features studied.</p> <p>-Use letter/ number co-ordinates to identify features on a map -introduce the 8 points of the compass, 4 figure grid references, symbols and key to build their knowledge of the UK and wider world.</p>	<p>Explain North East, South East, South West, North West, 4 figure grid reference Tropic of Cancer, Tropic of Capricorn, latitude, longitude Desert, polar, tundra, savannah, rainforest, biome, climate zone, volcano, mountainous,</p>

	Location knowledge	Place knowledge	Human and physical geography	Skills and fieldwork	Vocabulary
Year 4	<p>-They can recognise the environmental regions, key human and physical characteristics of Emmer Green and Windsor.</p> <p>-Pupils can name and locate the countries of the UK, capitals and major cities.</p>	<p>-Understand geographical similarities and differences through more detailed study of physical and human geography of a region of the UK (South of England, Emmer Green and Windsor.)</p>	<p>- Describe and understand key aspects of physical geography including biomes and vegetation belts through studying living things and habitats.</p> <p>- Describe and understand key aspects of human geography including types of settlements.</p>	<p>-Becoming more confident using two of these: maps, atlases, globes, and digital/ computer mapping to locate countries and describe features studied.</p> <p>- Start to use the 8 points of the compass, 4 figure grid references (in maths) symbols and key (inc OS maps) to build their knowledge of the UK and wider world.</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area of Emmer Green, using a range of methods, including sketch maps, plans and photographs.</p>	<p>Measure, record, predict</p> <p>settlement, vegetation belt, coniferous, deciduous, urban, rural, county, Ordnance Survey, scale, hemisphere, characteristics, food chain</p>

	Location knowledge	Place knowledge	Human and physical geography	Skills and fieldwork	Vocabulary
Year 5	<p>-They can locate the main countries using maps to focus on Europe, North and South America, concentrating on their environmental regions, key human and physical characteristics</p> <p>-Pupils can name and locate the counties of the UK and the main cities.</p> <p>-Name and locate geographical regions of the UK and their identifying human and physical characteristics, landmarks, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> <p>-Pupils can identify the position and significance of the latitude, longitude, equator, Tropics of Cancer and Capricorn, Arctic and Antarctic, the Prime Meridian and time zones (including day and night.)</p>	<p>Understand geographical similarities and differences through the study of physical and human geography considering landmarks of the UK and a European country.</p>	<p>- Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, mountains, volcanoes, earthquakes, the course of the River Thames.</p> <p>-Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources such as food.</p>	<p>-Can confidently use three of these: maps, atlases, globes, and digital/ computer mapping to locate countries and describe features studied.</p> <p>-Use the 8 points of the compass, 6 figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world.</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area of Reading, using a range of methods, including sketch maps, plans, graphs and digital technologies.</p>	<p>Apply knowledge, reflect</p> <p>Environmental regions, source, mouth, meander, estuary, time zones</p>

	Location knowledge	Place knowledge	Human and physical geography	Skills and fieldwork	Vocabulary
Year 6	<p>-Identify the location and characteristics of the world's most significant human and physical features.</p> <p>- Pupils can name and locate the world's countries using maps to focus on North and South America concentrating on environmental regions and key human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>-Pupils can identify the position and significance of the latitude, longitude, equator, Tropics of Cancer and Capricorn, Arctic and Antarctic, the Prime Meridian and time zones (including day and night.)</p>	<p>Understand geographical similarities and differences through the study of physical and human geography of Jamaica as a region of North America.</p>	<p>-Describe and understand key aspects of physical geography including climate zones, mountains, rivers and the water cycle.</p> <p>-Describe and understand key aspects of human geography including types of land use, economic activity including trade links (with Jamaica) and the distribution of natural resources including energy, food, minerals and water</p>	<p>-Confidently use maps, atlases, globes, and digital/ computer mapping to locate countries and describe features studied.</p> <p>-Confidently use the 8 points of the compass, 6 figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world.</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p>	<p>Hypothesise, evaluate, critique</p> <p>Confluence, tributary, erosion, deposition, delta, headland, formation, resort, water cycle, precipitation, evaporation, condensation, surface run off, economy, import, export, trade, energy, derelict</p>

Wording in the programme of study in purple is specific to that year group.

See below for fieldwork and skills progression

Vocabulary in red must be introduced and used by the teacher. Repeat red vocabulary from previous years to reinforce meaning

Progression of Fieldwork

Geography is an enquiry led subject that starts with questions and deepens knowledge and understanding through the gathering and evaluation of a range of data. At Emmer Green, we look at fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

It is also imperative that a geographer does not just answer questions but also asks and debates them:

- What could/should the world be like in the future?
- What can we do to influence change?

These types of questions are often considered in our work on climate change. This is looked at across the curriculum, not only geography but also science, PSHE, English and assemblies.

Progression in fieldwork is considered over a two-year cycle.

Orange shows criteria that I think are missing. Sometimes I have given a suggested activity to how you could fulfil this. Please add to your plans (it does not need to be in your topic lesson) and let me know where you have put it in.

	Gather information	Sketching	Audio/ Visual
Year 1	Around the School - What is special about our school and location? An Island Home – What is special about an island location?		
	Around the school <ul style="list-style-type: none"> • Use observational skills • Draw simple features • Ask and respond to basic geography questions 	Around the school <ul style="list-style-type: none"> • Create plans and draw simple features in their familiar environment • Add labels onto a sketch map or photograph of a feature. 	An Island Home <ul style="list-style-type: none"> • Recognise a photo or video as a record of what has been seen or heard

Year 2	Sensational safari – How is life of a child in Kenya the same or different to life here? Our World – What are continents and oceans?		
	Our World <ul style="list-style-type: none"> • Visitor talks – ask a familiar person prepared questions Traffic survey – link to maths <ul style="list-style-type: none"> • Carry out a small survey of the local area / school • Use a pro-forma to collect data eg tally survey 		<ul style="list-style-type: none"> • Use a camera in the field to help to record what is seen (Traffic survey – parked cars at different times of day?)
Year 3	Around the World – How would a holiday in the Lake District compare to a holiday in The Alps?		
	<ul style="list-style-type: none"> • Ask geographical questions • Use appropriate terminology. 		Topic day, global warming ice caps experiment <ul style="list-style-type: none"> • Add titles and labels giving date and location information
Year 4	Home and Away – Why would someone choose to live in a town like Windsor or the more village like setting of Emmer Green? Science Living Things and Habitats – Why are rainforests important to us?		
	Home and Away <ul style="list-style-type: none"> • Ask geographical questions • Record findings from field trips • Use appropriate terminology. Science – T3 Living things and habitats, survey of plants around the school grounds. <ul style="list-style-type: none"> • Use a simple data base to present findings from fieldwork 	Living Things and Habitats <ul style="list-style-type: none"> • Draw an annotated sketch including descriptive/ explanatory labels 	Home and Away <ul style="list-style-type: none"> • Select views to photograph • Locate position of a photo on a map

Year 5	Earth Studies – What impact do earthquakes have on people’s lives? Reading – How is the River Thames used by the community?		
	<p>Reading</p> <ul style="list-style-type: none"> • Select appropriate methods for data collection such as interviews • Use a database to interrogate / amend information collected • Use graphs to display data collected • Evaluate the quality of evidence collected and suggest improvements 	<p>Reading</p> <ul style="list-style-type: none"> • Use sketching as evidence in an investigation • Annotate sketches to describe and explain geographical processes and patterns 	<p>Earth Studies</p> <ul style="list-style-type: none"> • Use photographic evidence in their investigation • Evaluate the usefulness of the image <p>Reading</p> <ul style="list-style-type: none"> • Make a judgement about the best angle or viewpoint when taking a photo or completing a sketch • Use photographic evidence in their investigation
Year 6	Our Planet /Jamaica – What is life like for the indigenous people of Jamaica?		
	<ul style="list-style-type: none"> • Select appropriate methods for data collection such as interviews • Evaluate the quality of evidence collected and suggest improvements 	<ul style="list-style-type: none"> • Evaluate their sketch against set criteria and improve it <p>Rivers and coasts</p> <ul style="list-style-type: none"> • Annotate sketches to describe and explain geographical processes and patterns 	<ul style="list-style-type: none"> • Use photographic evidence in their investigation • Evaluate the usefulness of the image

Progression of Map Skills

New items

	Using maps	Map knowledge	Making maps
Year 1	<p>Our school</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school. Use directional language such as near, far, up, down, left, right, forwards and backwards. <p>An Island Home</p> <ul style="list-style-type: none"> Use relative vocabulary such as bigger, smaller, like, dislike. 	<p>An Island Home</p> <ul style="list-style-type: none"> Use world maps to identify the UK in its position in the world. 	<p>Our school</p> <ul style="list-style-type: none"> Use photographs and maps to identify features. Draw a simple map and make a 3D map. To recognise maps use symbols and create some of their own symbols
Year 2	<p>PE</p> <ul style="list-style-type: none"> Follow a route on a map (British Orienteering resource 6 – counting cones) <p>Our World</p> <ul style="list-style-type: none"> Use simple compass directions (4 points) (Describe route across the world) <p>Sensational Safari</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>Our World</p> <ul style="list-style-type: none"> Use maps to locate the four countries of the UK. Name and locate on a world map and globe the seven continents and five oceans. 	<p>Sensational Safari</p> <ul style="list-style-type: none"> Make a map of a real (map of Kenya) or imaginary place (a national park) <p>Our World</p> <ul style="list-style-type: none"> Use basic symbols in a key
Year 3	<p>PE</p> <ul style="list-style-type: none"> Follow a route on a map with some accuracy. 	<p>Around the World</p>	<p>Around the World</p> <ul style="list-style-type: none"> Use a key and understand why it is important

	<p>BSOA Orienteering plan- Cone Orienteering (p12), Cardinal Cones (p16) Could extend to Netball star (p20) & Netball Course (p27)</p> <p>Around the World</p> <ul style="list-style-type: none"> Locate places using a range of maps including digital Use letter/ number coordinates and 4 points of the compass to identify features on a map. 	<ul style="list-style-type: none"> Use maps, of a variety of different scales, to name and locate the capital cities of the UK Name and locate countries in Europe Locate, on a globe and world map, the hot and cold areas of the world 	
Year 4	<p>Home and Away</p> <ul style="list-style-type: none"> Locate places on a range of maps, including OS maps, with a variety of scales. Identify features on an aerial photograph and digital map. Start to use 4 figure grid references and the 8 points of the compass Compare maps with aerial photographs 	<p>Home and Away</p> <ul style="list-style-type: none"> Understand how scale on a map is like zooming in or out 	<p>Home and Away</p> <ul style="list-style-type: none"> Recognise and use OS map symbols Reproduce a section of an OS map Follow a route on a base map and annotate Draw a detailed map of their route around the area using map symbols (OS and their own).
Year 5	<p>Earth Studies</p> <ul style="list-style-type: none"> Begin to use atlases to find other information eg temperature Use the 8 points of the compass, 6 figure grid references <p>Reading</p> <ul style="list-style-type: none"> Describe the features shown on OS maps using the symbols and keys 	<p>Earth Studies</p> <ul style="list-style-type: none"> Name and locate the counties and cities of the UK Name and locate the countries and capital cities of Europe Understand the distances between the continents and oceans and the relationship to each other locate the main countries of North and South America concentrating on their environmental regions, key human and physical characteristics 	<p>Maths</p> <ul style="list-style-type: none"> Create simple scale drawings <p>Reading</p> <ul style="list-style-type: none"> Follow a short route on an OS map Draw a variety of maps based on their own data Draw a sketch map using symbols and key Use and recognise OS map symbols

		<ul style="list-style-type: none"> • Locate world climate zones and biomes • Identify the position and significance of the lines of latitude and time zones 	
Year 6	<p>Our Planet</p> <ul style="list-style-type: none"> • Use digital mapping, aerial photographs and atlases to find out about places • Select a map for a specific purpose • Confidently use the 8 points of the compass and 6 figure grid references 	<p>Our Planet</p> <ul style="list-style-type: none"> • Locate the world's countries on a variety of maps • Human and physical characteristics of Jamaica 	<ul style="list-style-type: none"> • Begin to use atlas symbols <p>Our Planet / orienteering countries running game</p> <ul style="list-style-type: none"> • Draw maps or plans of increasing complexity