



Skill Progression Subject:

Geography Subject lead:

Tom Brandham

Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3	
<p>Topics:</p> <p>Me and My Family</p> <p>Celebrations</p> <p>What's the weather?</p> <p>Growing / Farm</p> <p>Adventures</p> <p>Colours, Colours Everywhere</p>	<p>Enquiry 1</p> <p><b>What is it like in Year 1?</b></p>	<p><i>Local Area Study</i></p> <p><i>Fieldwork skills</i></p>	<p><i>Local Area Study</i></p> <p><i>Fieldwork skills</i></p>	<p><i>Local Area Study</i></p> <p><i>Fieldwork skills</i></p>	<p><i>Local Area Study</i></p> <p><i>Fieldwork skills</i></p>	<p><i>Local Area Study</i></p> <p><i>Fieldwork skills</i></p>	<p><i>Locational Knowledge</i></p> <p><i>Map skills</i></p> <p><i>UK and world</i></p>	<p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features; understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p>
	<p>Enquiry 2</p> <p><b>What can we find out about the United Kingdom?</b></p>	<p><i>Locational Knowledge</i></p> <p><i>Map skills</i></p> <p><i>UK</i></p>	<p><i>Locational Knowledge</i></p> <p><i>Map skills</i></p> <p><i>UK and world</i></p>	<p><i>Locational Knowledge</i></p> <p><i>Map skills</i></p> <p><i>UK and world</i></p>	<p><i>Locational Knowledge</i></p> <p><i>Map skills</i></p> <p><i>UK and world</i></p>	<p><i>Locational Knowledge</i></p> <p><i>Map skills</i></p> <p><i>UK and world</i></p>	<p><b>TBC- biomes of the world, link to climate zones</b></p>	
	<p>Enquiry 3</p> <p><b>How is Bridlington different to Doncaster?</b></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><b>What is the safest route to secondary school?</b></p>	
	<p>Curriculum Themes</p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Place Knowledge</i></p> <p><i>Human and Physical Processes</i></p> <p><i>Enquiry</i></p>	<p><i>Local Area Study</i></p> <p><i>Fieldwork skills</i></p>	
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<p><u>Understanding the World</u></p> <p><b>The Natural World ELG</b></p> <p>Children explore the natural world around them, making observations and drawing pictures of animals and plants; 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;</p>	<p><b>Locational Knowledge</b></p>	<p>Name and locate the world's seven continents and five oceans</p>	<p>Locate the world's countries using maps (with focus on Europe, including location of Italy) concentrating on environmental regions, key physical and human features, countries, and major cities.</p>	<p>Locate the world's countries using maps (with focus on South America and country of Brazil) concentrating on environmental regions, key physical and human features, countries, and major cities.</p>	<p>Locate the world's countries using maps (with focus on North America and country of TBC) concentrating on environmental regions, key physical and human features, countries, and major cities.</p>	<p>Locate the world's countries using maps (with focus on Arctic Circle) concentrating on environmental regions, key physical and human features, countries, and major cities.</p>	<p>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	
<p>Identify the position and significance of the Equator and the Northern and Southern Hemisphere.</p>		<p>Identify the position and significance of latitude and longitude within context of the Equator, Northern and Southern Hemisphere</p>	<p>Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night) within context of latitude, longitude, Equator, Northern and Southern Hemisphere</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)</p>				

<p>understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>People Culture and Communities ELG</b> Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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.</p> <p><b>Communication and Language</b> <b>Listening, Attention and Understanding ELG</b> Children listen attentively and respond to what they hear with relevant questions, comments and actions when</p>		Name and locate and the four countries and capital cities of the United Kingdom and its surrounding seas	Identify the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate some cities and counties in the UK and begin to identify geographical regions	Name and locate some cities and counties in the UK, geographical regions; and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers)	Name and locate some cities and counties in the UK, geographical regions; and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) and land use patterns.	Name and locate some cities and counties in the UK, geographical regions; and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) and land use patterns, and understand how these aspects have changed over time.	
	<b>Place Knowledge</b>	Describe and understand some similarities and differences through studying the human and physical geography of a small area of United Kingdom and home town (Bridlington and Doncaster)	Describe and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Doncaster and <b>TBC</b> , India)	Explain and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Peak District) and a region in a European country (Italy)	Understand, and begin to suggest reasons for, geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Doncaster) and a region in South American country (Rio de Janeiro, Brazil)	Explain, reason and begin to challenge geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (TBC) and a region of a North American country ( <b>TBC</b> )	Explain, reason and challenge geographical similarities and differences through the study of human and physical geography of a region(s) the United Kingdom and the Arctic Circle	understand geographical similarities, differences and links through the study of human and physical geography of a region within Africa, and of a region within Asia
	<b>Human and Physical Processes</b>	<p>Begin to identify seasonal/daily weather patterns in the UK.</p> <p>Begin to use basic Geographical vocabulary to refer to- Key physical features: beach, sea, coast, cliff</p> <p>Key human features: shop, town, house, harbour, port</p>	<p>Identify seasonal/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.</p> <p>Begin to use basic Geographical vocabulary to refer to- Key physical features: hill, mountain, ocean, river, vegetation Key human features: village, city, factory, farm, office</p>	Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes	Consider aspects of human geography such as different types of settlement and land use, and economic activity.	Identify and explain key aspects of physical and human geography of a given area, to include: rivers, and the water cycle Economic activity (e.g. trade link and distribution of resources such as energy, food, minerals and water	Work to independently identify and explain key aspects of physical and human geography of a given area, to include: climate zones, biomes and vegetation belts	understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and late tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary,

<p>being read to and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>								<p>secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural system</p>
<p><b>Speaking ELG</b> Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p><b>Skills and Fieldwork</b></p>	<p>Use world maps, atlases and globes to identify the United Kingdom its countries, capital cities and surrounding seas.</p> <p>Use photographs to recognise landmarks and basic human and physical features</p>	<p>Use maps, atlases and globes to identify the 7 continents and 5 oceans of the world.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>Use maps, atlases, globes to locate the world's countries</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries with greater accuracy</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries with greater accuracy and identify some features</p>	<p>Choose most appropriate map to locate and evaluate place being studied</p>	<p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>
<p>Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on maps.</p>		<p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p>	<p>Begin to use the 8 compass points and 2-figure grid references to locate objects on a map, and build knowledge of United Kingdom and wider world.</p>	<p>Use 8 compass points with increasing accuracy, begin to use 4-figure grid references to locate objects on a map, and build knowledge of United Kingdom and wider world.</p>	<p>Confidently use 8 compass points and 4-figure grid references, as well as a selection of OS symbols and a key to locate objects on a map, and build knowledge of United Kingdom and wider world.</p>	<p>Use 8 compass points, 4- and 6-figure grid references and a selection of OS symbols and keys to accurately locate objects on a map and build knowledge of the United Kingdom and the wider world.</p>		
<p>Draw a simple picture map.</p> <p>Use simple fieldwork and observational skills to study geography of school and its grounds</p>		<p>Draw a simple map; and use and some basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study geography of school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Construct maps with some spatial awareness of size, shape and boundaries, and some symbols in a key</p> <p>With support, use fieldwork to observe, measure, record and present the human and physical features in the local area using graphs and simple written conclusions.</p>	<p>Construct maps with increasing spatial awareness and use a selection of OS symbols</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using graphs and explain findings in a written conclusions</p>	<p>With support, construct sketch maps and plans as part of fieldwork to present the human and physical features in the local area</p> <p>With support, devise fieldwork to observe, measure, record and present the human and physical features in the local area using graphs and digital technologies, and writing at length to explain conclusion</p>	<p>Independently construct sketch maps and plans as part of fieldwork to present the human and physical features in the local area</p> <p>Independently devise fieldwork to observe, measure, record and present the human and physical features in the local area choosing an appropriate method (including sketch maps, plans and graphs, digital technologies), writing at</p>		

							length to explain method and conclusions.	
	Enquiry	<p>Respond to teacher-led simple closed questions</p> <p>Investigate surroundings</p> <p>Make observations about where things are</p>	<p>Ask simple closed questions</p> <p>Make observations in answer to “why” questions</p> <p>Make simple comparisons between different places</p>	<p>Begin to ask geographical questions</p> <p>Investigate main themes of features of locations</p> <p>Make comparisons based on more than one source</p> <p>Begin to collect and record evidence</p> <p>Make simple conclusions about locations based on evidence/sources</p>	<p>Offer own geographical questions</p> <p>Investigate main themes of features of locations</p> <p>Make comparisons based on several sources</p> <p>Collect and record evidence</p> <p>Make conclusions about locations based on evidence/sources</p>	<p>Begin to suggest and justify lines of geographical enquiry</p> <p>Compare sources about a location and select based on usefulness</p> <p>Collect and record evidence in a variety of ways</p> <p>Make in-depth conclusions based on evidence/sources chosen</p>	<p>Independently suggest and justify lines of geographical enquiry and method for doing so</p> <p>Analyse sources for reliability, looking for patterns and anomalies</p> <p>Collect and record evidence in variety of ways and draw conclusions from it</p> <p>Understand how different evidence will lead to different conclusions</p>	<p>They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding</p>