

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	Geography Skills Progression Review date						Subject Leader
April 2021	September 2022						V. Gradwell
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups for Geography. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge into four strands of Geography. In Geography, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In Geography we use a variety of approaches and these will be evident in pupil discussion, observations and work in books in order that learning opportunities in Geography are as effective as possible and that pupils make progress throughout the year and across different years.</p>							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme/topic studied	Integrated across the areas of development	Bedfordshire	London UK Africa	Europe/World War 2	Egyptians Polar regions Compare them to the local area	America	South Africa
Locational Knowledge	Name the school and area that they live in. Children know about similarities and differences in relation to places.	Name and locate local town and city.	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	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local

	They talk about the features of their own environment and how environments vary from one to another.		Kingdom and its surrounding seas.	(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	regions, key physical and human characteristics, countries, and major cities.	Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.	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.	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.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America.	Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Compare a region in UK with a region in N. or S. America with significant differences and similarities.

Human and physical geography	<p>Understand some important processes and changes in the natural world around them, including the seasons.</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>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Human features, including: city, town, village,</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography; including trade between UK and Europe and the rest of the world.</p> <p>Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon</p>	<p>describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Human geography; Distribution of natural resources focusing on energy.</p>

	stories, non-fiction texts and (when appropriate) maps.		factory, farm, house, office, port, harbor and shop		food, minerals and water	Britain linked to history.	
Geographical skills and fieldwork	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Draw information from a simple map.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Devise a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<p>Use simple compass directions (North, South, East and West).</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use world maps, atlases and globes to</p>	<p>Use the eight points of a compass, four symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the 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</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the</p>	<p>Use the eight points of a compass, four figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical</p>

		human and physical features of its surrounding environment.	identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	methods, including sketch maps, plans and graphs, and digital technologies.	human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Earth) to locate countries and describe features studied.	features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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