



Geography Skills Progression 2020/21

Subject area: Geography

Intent	Through our geography curriculum, we intend to inspire our pupils about the world around them. Our children will be equipped with knowledge about places across the world, people, places and natural and human environments. Our children will develop a deep understanding of the Earth's key physical and human processes and will learn about current world issues.					
Implementation	Our geography curriculum aims to help our children to develop their skills to explore the Earth's features and to build on their understanding of the world around them. In geography, we use practical activities, resources, ICT and educational visits to places of to bring the children's learning to life. Teachers plan with an understanding of the children's prior learning, to ensure that they develop an understanding of how it is connected.					
Impact	The children at St Philip's will develop the geographical knowledge and skills to help them explore, navigate and understand the world around them. They will have explored the similarities and differences between different cultures, cities and countries in the world, and also understand the key human and physical geographical features of them. The children will also understand their impact on the world around them, both positive and negative and critically evaluate how they can protect the world around them.					
Our curriculum drivers To be evidenced throughout the geography curriculum	<p>An understanding of how to develop into global citizens in the modern world</p> <p>Develop effective learning relationships by working collaboratively with others and presenting ideas clearly</p> <p>Strong communication within and beyond our school community towards a common goal</p> <p>Demonstrate creativity within our work</p> <p>Making connections with prior learning develop new knowledge in the long term memory</p> <p>Thinking critically to question information, seek answers to questions and to ask 'why' in our learning</p>					
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics to be taught	Where do I live The Four Seasons Around the World	Where do I live - Let's explore London My World and Me Map Skills	Where does our food come from? The Rainforest Countries of the world	Our European Neighbours Village Settlers Earning a Living	Exploring Africa Extreme Earth Yosemite National Park	World Geography/North America Our Local Area Natural Resources
Geography skills and fieldwork	use world maps, atlases and globes to identify the United Kingdom and its countries, use simple fieldwork and	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, including key	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, including a range of non-UK countries	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	<p>observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and 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>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 simple fieldwork and observational skills to study the geography of their school and its grounds and develop their understanding of the key human and physical features of its surrounding environment</p>		<p>countries around the world and in Europe</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 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 wider world and countries studied</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 in depth</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 and graphs, and digital technologies</p>
Location Knowledge	Name and locate the world's seven	Confidently name and locate the world's	Locate the world's countries, using maps to	Locate the world's countries, using maps	Locate the world's countries, using maps to	Locate the world's countries, using maps

	continents and five oceans	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 Identify the position and significance of the Equator and the Poles	focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	to focus on Europe to further demonstrate their understanding of the environmental regions, key physical and human characteristics, countries, and major cities	focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
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	Identify the position of the equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle Understand geographical similarities and differences through the study of a region within South America	Name and locate counties and cities of the United Kingdom, geographical regions and their 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 the equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time Zones (including day and night) Understand geographical similarities and differences through the study of different regions within Africa linked to world issues (e.g. climate change)	Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time Zones (including day and night) Understand geographical similarities and differences through the study of different regions within the United Kingdom and North America with links to current world issues (e.g. climate change)

				Understand geographical similarities and differences through the study of a region within the United Kingdom and Europe		
Human and Physical Geography	<p>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>describe and understand key aspects of physical geography, including: rivers, mountains, climate zones and some extreme weather events</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use including the production of food</p>	<p>Describe and explain key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use and distribution of natural resources (energy, food, minerals and water) including a developing understating of trade links</p>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use and distribution of natural resources (energy, food, minerals and water) including a secure understanding of Fairtrade</p> <p>A study of a contrasting country in the developing world</p>	<p>Describe in depth and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle including transpiration</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use and distribution of natural resources (energy, food, minerals and water) including a secure understanding of international trade links between the UK, Europe and the rest of the world (Brexit influence)</p> <p>A study of a contrasting country in the developing world.</p>

<p>Key Vocabulary</p>	<p>City, town, village, factory, farm, house, office, shop</p> <p>forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather</p> <p>Ocean, land, sea, Pacific Ocean, Atlantic Ocean, Southern Ocean, British Isles,</p> <p>Globe, country, continent, place, location,</p>	<p>City, town, village, factory, farm, house, office, Port and harbour</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Ocean, land, sea, North Pole, South Pole, Equator, Pacific Ocean, Atlantic Ocean, Southern Ocean, British Isles, Asia, Africa, Europe, North America, South America, Australia, Antarctica</p> <p>Globe, country, continent, place, location, North, East, South, West</p>	<p>Rivers, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, coastline, rock, horizon, river</p> <p>Settlement, land use, population, employment, city, town, village, factory, farm house</p>	<p>Rivers, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, coastline, rock, sedimentary, continental (tectonic) plates, erosion, tsunami, earthquake, volcano, horizon, river</p> <p>Ice Age, folding layers, Jurassic, Cretaceous, millions, thousands, prehistoric, fossil, formation, erosion</p> <p>Settlement, land use, population, employment, city, town, village, factory, farm house</p>	<p>erosion, rivers, mountains, the water cycle</p> <p>Economic activity including trade links, the distribution of natural resources including energy, food, minerals and water</p>	<p>Cretaceous, millions, thousands, prehistoric, fossil formation, erosion, rivers, mountains, the water cycle</p> <p>Climate zones, biomes, latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones</p> <p>Economic activity including trade links, the distribution of natural resources including energy, food, minerals and water</p> <p>Settlement, land use, population, employment</p>
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