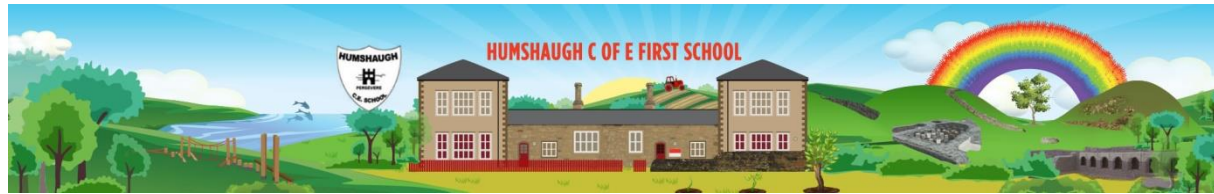


## Geography Curriculum Progression in Skills



What will a Humshaugh First School Geographer look like?		
	At the end of Year 2 they will have the following knowledge:	At the end of Year 6 they will have the following knowledge:
<b>Being a geographer</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
<b>Knowledge</b>	<p><b>At Key Stage 1, pupils at Humshaugh First School are taught about:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● name and locate the world's 7 continents and 5 oceans</li> <li>● name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul>	

## Geography Curriculum Progression in Skills

	<ul style="list-style-type: none"> <li>● 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; and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>● 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,</li> <li>● 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</li> <li>● 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</li> </ul>
	<p><b>At Key Stage 2, pupils at Humshaugh First School are taught about:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● 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 regions, key physical and human characteristics, countries, and major cities</li> <li>● 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</li> <li>● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● 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 in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>● describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation</li> </ul>

## Geography Curriculum Progression in Skills

	<p>belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● use the 8 points of a compass, 4- and 6-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</li> <li>● 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</li> </ul>
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### Progression of key skills from Y1 – Y4

	Places	Concepts, Patterns & Processes	Skills & Enquiry	Values and attitudes
<b>End of Year 1</b>	<ul style="list-style-type: none"> <li>● To draw a simple picture map of imaginary places and from stories</li> <li>● To use simple symbols on imaginary maps</li> <li>● To use a simple picture map to move around school</li> <li>● To draw around</li> </ul>	<ul style="list-style-type: none"> <li>● To recognise how their town or village have become the way they are</li> <li>● To begin to identify human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>● To respond to simple geographical questions</li> <li>● To use information books and pictures as sources of information</li> <li>● To make observations about where things are in their immediate</li> </ul>	<ul style="list-style-type: none"> <li>● To express own views about a place, or environment and its people.</li> </ul>

## Geography Curriculum Progression in Skills

	objects to make a simple plan		location <ul style="list-style-type: none"> <li>• To use geographical language to describe their immediate location</li> <li>• To be able to follow directions e.g. up/down, left/right, forwards/ backwards</li> </ul>	
<b>End of Year 2</b>	<ul style="list-style-type: none"> <li>• To draw a map of an imaginary or real place - add detail to a sketch map from an aerial photograph</li> <li>• To begin to understand the use for a key</li> <li>• To follow a route on a map</li> <li>• To look down on objects to make a plan view map (e.g. using Google Earth)</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe why a settlement close to where they live has become the way it has e.g. types of shops</li> <li>• To identify a wider range of physical and human features using basic geographical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to ask and respond to geographical questions e.g. where is it? what is it like to live in this place?</li> <li>• To use stories, maps, pictures, photographs and the internet as sources of information</li> <li>• To investigate their immediate surroundings and</li> </ul>	<ul style="list-style-type: none"> <li>• To express own views about a place, people, environment and / or location</li> <li>• To give a relevant reason to support their own likes, dislikes and preferences</li> </ul>

## Geography Curriculum Progression in Skills

	<ul style="list-style-type: none"> <li>• To use an infant atlas to</li> <li>• locate places and to begin</li> <li>• to spatially match places</li> <li>• e.g. recognise the UK on a</li> <li>• small and large scale map</li> <li>• To begin to use a largescale maps and plans.</li> </ul>		<p>use appropriate geographical vocabulary</p> <ul style="list-style-type: none"> <li>• To make appropriate observations about why things happen and make simple comparisons between the features of different places</li> <li>• To follow directions including the use of north, east, west and south</li> </ul>	
<b>End of Year 3</b>	<ul style="list-style-type: none"> <li>• To try to make a map of a short route experienced with features in correct order</li> <li>• To follow a route on a map in orienteering</li> <li>• To try to make a simple scale</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to describe and understand key aspects of physical and human geography</li> </ul>	<ul style="list-style-type: none"> <li>• To ask and respond in more detail to geographical questions e.g. where is this location and what do you think about it?</li> <li>• To use stories, maps,</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and explain different views of people including themselves</li> </ul>

## Geography Curriculum Progression in Skills

	<p>drawing</p> <ul style="list-style-type: none"> <li>• To know why a key is needed</li> <li>• To use standard symbols</li> <li>• To locate places on a larger scale map e.g. map of Europe</li> <li>• To begin to use large scale OS maps</li> <li>• To begin to use map sites on the internet</li> <li>• To begin to use a junior atlas</li> <li>• To begin to identify features on aerial / oblique photographs</li> </ul>		<ul style="list-style-type: none"> <li>• pictures, photographs and the internet as sources of information</li> <li>• To begin to collect and record evidence</li> <li>• To use the 4 compass points to follow and give directions</li> <li>• To use letter and number coordinates to locate features on a map</li> <li>• To analyse evidence and draw conclusions e.g. make comparisons between locations using photographs and pictures, temperature and population</li> </ul>	
<b>End of Year 4</b>	<ul style="list-style-type: none"> <li>• To try to make a map of a short</li> </ul>	<ul style="list-style-type: none"> <li>• To describe and understand aspects</li> </ul>	<ul style="list-style-type: none"> <li>• To ask and respond to questions and</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse evidence and</li> </ul>

## Geography Curriculum Progression in Skills

	<p>route experienced with features in correct order</p> <ul style="list-style-type: none"> <li>• To try to make a simple scale drawing</li> <li>• To know why a more complex key is needed</li> <li>• To recognise symbols on an OS map</li> <li>• To locate places on a larger scale map e.g. find UK on a globe</li> <li>• To begin to match boundaries e.g. same boundary of a country on different scale maps</li> <li>• To follow a route on a large scale map</li> <li>• To use large and medium scale OS maps</li> </ul>	<p>of physical and human geography in more detail</p> <ul style="list-style-type: none"> <li>• To begin to identify different views of people including themselves and support with real data collection</li> <li>• To recognise simple geographical ideas, processes and patterns</li> </ul>	<p>offer their own ideas e.g. what is the landscape like and what will it be like in the future?</p> <ul style="list-style-type: none"> <li>• To begin to use primary and secondary sources of information in an investigation</li> <li>• To investigate places and themes of more than one scale</li> <li>• To collect, record and analyse evidence e.g. show questionnaire results in simple charts, colour coded maps which demonstrate patterns</li> <li>• To use 4 compass points with confidence</li> <li>• To begin to use 8 compass points</li> </ul>	<p>draw conclusions e.g. make comparisons between locations using photographs, pictures and maps.</p> <ul style="list-style-type: none"> <li>• To debate geographical issues through role play</li> </ul>
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## Geography Curriculum Progression in Skills

	<ul style="list-style-type: none"> <li>• To use map sites on the internet</li> <li>• To use a junior atlas</li> <li>• To identify features on aerial / oblique photographs</li> </ul>		<ul style="list-style-type: none"> <li>• To use letter/ number co-ordinates to locate features on a map confidently</li> </ul>	
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### Geographical concepts

At the end of Key Stage 1, the pupils will have developed an understanding of the following geographical concepts:	At the end of Key Stage 2, the pupils will have developed an understanding of the following geographical concepts:	At the end of Key Stage 3, the pupils will have developed an understanding of the following geographical concepts:
To identify a wider range of physical and human features using basic geographical vocabulary.	<p>To describe and understand aspects of physical and human geography in more detail.</p> <p>To begin to identify different views of people including themselves and support with real data collection.</p> <p>To recognise simple geographical ideas, processes and patterns.</p>	<p>To explain a range of concepts and processes, the interactions that exist between them and how they shape environments.</p> <p>To explain and analyse a range of geographical patterns.</p>
Physical geography; human geography; characteristics; comparison (similarities and differences); direction; location.	All KS1 concepts plus: place; region; pattern; physical features; human features; resources; scale; processes; systems; movement; change; distribution; position; relationship; impact.	All KS1 and KS2 concepts plus: models; theories; spatial awareness; interactions; development.



**Geography Curriculum Progression in Skills**