

Geography Progression skills



King's Meadow Academy



King's Meadow Academy

Date	Review Date	Subject Leader
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This document aims to give guidance on the progression of geographical knowledge and skill across the year groups.

It can also be used to differentiate work and expectations appropriately for pupils working above and below age-related expectations (particularly SEND and GD pupils). Potential GD pupils should also be encouraged to make more consistent and confident reference to the connections between Geography in the classroom and the world around them, locally and globally. When deepening their skills and knowledge, they should be encouraged to work with greater independence and with a clear context.

In Geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose in enabling pupils to know more, understand more and remember more. In Geography, the following approaches will be used, and be evident in lesson observations, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school.

TEACHING SEQUENCE IN GEOGRAPHY

Geographical Enquiry	When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. <i>Where is this place? What is it like? (why?) How and why is it changing? How does this place compare with other places? How and why are places connected?</i>
Locational Skills	Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.
Vocabulary Human and physical features included	Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their knowledge organisers and Information Station within the classroom.
Outdoor Learning	Use the outdoors to understand process, map reading, directional language, to develop their fieldwork skills based on their learning.
Application to the Wider World	Apply their knowledge from their topic to the world around them locally and globally. <i>What could/should the world be like in the future? What can we do to influence change?</i> <i>These connections can be made across other subject areas: history/PSHE/science</i>
Educational Visits	Where possible fieldwork should be undertaken outside of the classroom to experience first-hand opportunities to broaden children's experiences

Meta-cognition in Geography

Activating prior knowledge	The teacher discusses with children the learnt strategies and content in previous reading lessons
Explicit strategy instruction	The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan
Modelling of learned strategy	Use initial notes to model one part of the strategy
Memorisation of strategy	The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions
Guided practice	The teacher models one further example with the whole group, with pupils verbally contributing ideas
Independence practice	Pupils complete their own task
Structured reflection	The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.

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Place and location

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Make observations about their local environment e.g. park, school, home	Identify and describe where places are in the UK Identify hot and cold parts of the world	Identify and describe where the seven continents are around the world Identify and locate the UK's countries and capital cities.	Identify and describe where the seven continents are around the world Identify and locate the UK's countries and capital cities. Study of human and physical geography of Italy/France/Madagascar	Study of human and physical geography of Italy/France/Madagascar	Study of human and physical geography of Germany, South or North America	Study of human and physical geography of Germany, South or North America
Skills	Begin to compare features of different environments e.g. park compared to house	Make simple comparisons between features of Kinsley and Hemsworth	Make simple comparisons between features of Kinsley and Hemsworth Compare and contrast Wakefield with a small area of North America	Begin to identify significant places and environments Identify and describe where places are in the world Compare and contrast areas within the UK and Italy or France	Begin to identify significant places and environments Identify and describe where places are in the world Compare and contrast areas within the UK and Italy or France	Identify significant places and environments Identify and describe where places are in the world Identify where key volcanoes/earthquakes are in the world Compare and contrast areas within the UK and either Germany, South or North America, Australia/Borneo	Confidently identify significant places and environments Identify and describe where places are in the world Identify where key volcanoes/earthquakes are in the world Compare and contrast areas within the UK and either Germany, South or North America, Australia/Borneo
Vocabulary	Address Environment Park School Home/house	Kinsley / England United Kingdom Scotland/Wales/ Northern Ireland London/Belfast Edinburgh/Cardiff Hot/cold/similar/ Different/human/ physical/North Sea/ Irish Sea	Kinsley / England United Kingdom Scotland/Wales/ Northern Ireland London/Belfast Edinburgh/Cardiff Hot/cold/similar/ Different/human/ physical/North Sea/ Irish Sea Continent/Africa/ Antartica/Asia/North America/South America/ Australia/Europe	The UK and Continents taught in KS 1 Italy/Rome/France/ Paris	The UK and Continents taught in KS 1 Italy/Rome/France/ Paris	The UK and Continents taught in KS 1 Germany/South America/ North America/ Australia/ Borneo Volcano/Earthquake/ region	The UK and Continents taught in KS 1 Germany/South America/ North America/ Australia/ Borneo Volcano/Earthquake/ region

Location

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Know where they live – first line of address, house number, town	Learn names of countries within the United Kingdom Learn names of cities and surrounding seas in the UK Begin to spatially match places e.g. recognise UK on a small- and large-scale map	Name and locate the world’s seven continents and five oceans Learn names of cities and surrounding seas in the UK Begin to spatially match places e.g. recognise UK on a small- and large-scale map	The UK and Continents taught in KS 1 Locate places on a larger scale maps and identify: Equator Northern/Southern Hemisphere and the countries that lie within them Identify land use patterns, human and physical characteristics in France/Italy and how they have changed over time	The UK and Continents taught in KS 1 Locate places on a larger scale maps and identify: Equator Northern/Southern Hemisphere and the countries that lie within them Identify land use patterns, human and physical characteristics in France/Italy and how they have changed over time	The UK and Continents taught in KS 1 Identify the Equator, Northern/Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them Identify key human and physical characteristics of the UK and how they have changed over time Identify land use patterns, human and physical characteristics in the UK Identify key topographical features of the UK Hills, mountains, coasts and rivers	The UK and Continents taught in KS 1 Use latitude and longitude on atlas maps and globes Identify key human and physical characteristics of the UK and how they have changed over time Identify land use patterns, human and physical characteristics in the UK and how they have changed over time
Vocabulary	Kinsley Wakefield, Pontefract, Castleford England	Kinsley / England United Kingdom Scotland/Wales/ Northern Ireland London/Belfast Edinburgh/Cardiff Hot/cold/similar/ Different/human/ physical/North Sea/ Irish Sea	Kinsley / England United Kingdom Scotland/Wales/ Northern Ireland London/Belfast Edinburgh/Cardiff Hot/cold/similar/ Different/human/ physical/North Sea/ Irish Sea Continent/Africa/ Antartica/Asia/North America/South America/ Australia/ Europe	The UK and Continents taught in KS 1 Italy/Rome/France/ Paris Northern/Southern Hemisphere/Equator	The UK and Continents taught in KS 1 Italy/Rome/France/ Paris Northern/Southern Hemisphere/Equator	The UK and Continents taught in KS 1 Germany/South America/ North America/ Australia/ Borneo Tropic of Cancer/Tropic of Capricorn/topographical features	The UK and Continents taught in KS 1 Germany/South America/ North America/ Australia/ Borneo Tropic of Cancer/Tropic of Capricorn/topographical features Longitude/latitude/locality

Human and Physical

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Understand the difference between what is man-made and what is natural	Understand what is meant by human and physical features	Understand and compare the human and physical features of the places they study	Understand and apply their knowledge of physical features to a place they study, making connections between the feature and their purpose	Understand how the physical and human features of the world have shaped what we know today.	Understand how the physical and human geography of the world are affected by settlements.	Understand how physical and human geography of the wider world connects to the decisions made by people in the world around us.
Skills	<p>Use basic geographical vocabulary</p> <p>Understand the difference between hot and cold seasons</p> <p>Use simple vocabulary to talk about the weather</p>	<p>Use appropriate geographical vocabulary related to the topic (see below)</p> <p>Recognise human and physical features in the local area</p> <p>Recognise how places have become the way they are and how they continue to change</p> <p>Identify and describe what places are like.</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>Use appropriate geographical vocabulary related to the topic (see below)</p> <p>Recognise human and physical features of Non-European countries studied</p> <p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p>Use appropriate geographical vocabulary related to the topic (see below)</p> <p>Locate the key human and physical characteristics of the UK ,Italy and France</p> <p>Learn about the water cycle</p> <p>Look at the effects that water has on life – drought/flooding Understand how we can keep water clean and use it sensibly</p>	<p>Use appropriate geographical vocabulary related to the topic (see below)</p> <p>Recognise and describe key rivers in Italy/France</p> <p>Know about distribution of natural resources, including energy in Italy/France</p> <p>Know about trade lines between Italy /France</p>	<p>Use appropriate geographical vocabulary related to the topic (see below)</p> <p>Identify and learn about volcanoes and earthquakes</p> <p>Recognise and describe biomes and vegetation belts around the world</p> <p>Learn about settlements and environmental impacts</p>	<p>Use appropriate geographical vocabulary related to the topic (see below)</p> <p>Identify and learn about volcanoes and earthquakes</p> <p>Identify how decisions about places and environments affect the future of people’s lives. Recognise how people can improve an environment or destroy it. Recognise and describe biomes and vegetations belts around the world Learn about distribution of natural resources including energy and trade links between countries</p>

<p>Vocabulary</p>	<p>From observations children will use the language whilst in the local community: house, school, shop, car park, cinema, cafe, airport, train station tree, sky, grass, sea, forest, river, beach</p> <p>cold, hot, wet, snow</p>	<p>Compass/ North, South/ East/West, near/ far/ left/right</p> <p>UK/England/Scotland/ Wales/Northern Ireland/London/ Edinburgh/Cardiff/ Belfast/North Sea/Irish Sea/English Channel</p> <p>Beach/cliff/coast/ forest/hill/mountain/ sea/ocean/river/soil/ valley/vegetation/ season/weather</p> <p>city/ town/village/ factory/farm/house/ office/port/harbour/shop</p>	<p>Beach/cliff/coast/ forest/hill/mountain/ sea/ocean/river/soil/ valley/vegetation/ season/weather</p> <p>city/ town/village/ factory/farm/house/ office/port/harbour/shop</p> <p>Continent/Europe/The Americas/Asia/Africa/ Australia/Oceania/ Antarctica/Indian Ocean/Pacific Ocean/Southern Ocean/ Arctic Ocean</p>	<p>Settlement: Rural/hamlet/ Dispersed/scattered/ Nucleated</p> <p>Mountains: Convergent boundary/ Fold mountains/ Italian Alps/Pyrenees Mountain range/Ben Nevis/Snowdon</p> <p>Climate Zones: Extreme environments/ Rainforest/vast ice cover/desert</p> <p>Water cycle Water cycle/ evaporation/ water vapour/ condensation/ precipitation/run off/drought/flooding</p>	<p>Settlement: Rural/hamlet/ Dispersed/scattered/ Nucleated</p> <p>Rivers: Flood plain/meanders/ Source/spring/ Stream/erosion/upper course/middle course/ lower course/tributaries/ Delta/erosion</p> <p>Natural resources: Distribution/energy/ food/minerals/water/ gas/coal/oil/wood/ iron</p>	<p>Settlement: Rural/hamlet/ Dispersed/scattered /Nucleated</p> <p>Earthquakes: Divergent/ convergent/ transform boundaries/ epicentre/focus/fault /tsunami/Richter scale/magnitude /intensity</p> <p>Volcanoes: Volcano/crust/vent /crater/core/ash/ mantle/eruption/ring of fire/lava/magma /active/dormant/ extinct/</p> <p>Climate zones: Tropical/temperate/ polar</p> <p>Land use: Housing/recreation/ education/transport/ Leisure/roads/ Commercial</p> <p>Economic Activity: Agriculture/mining/ manufacturing/ engineering/ construction/ exchanging/balance/ purchase</p>	<p>Settlement: Rural/hamlet/ Dispersed/scattered/ Nucleated</p> <p>Earthquakes: Divergent/ convergent/ transform boundaries/ epicentre/focus/fault /tsunami/Richter scale/magnitude /intensity</p> <p>Volcanoes: Volcano/crust/vent /crater/core/ash/ mantle/eruption/ring of fire/lava/magma /active/dormant/ extinct/</p> <p>Economic Activity: Agriculture/mining/ manufacturing/ engineering/ construction/ exchanging/balance/ purchase</p> <p>Biome and vegetation belts Climate/Aquatic/ Desert/location/ evolved/forest/ grassland/ecosystem /rainforest/tundra</p>
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Field work

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Talk about features of their own environment and how they vary from others</p> <p>Understand similarities and differences in relation to places, objects, materials and living things</p>	Investigate their locality: School	Investigate their line of enquiry: school and local grounds	Investigate their line of enquiry by comparing places within their study	Investigate their line of enquiry about the wider world using secondary sources to support them	Investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion Australia/Borneo/ North/South America	Investigate their line of enquiry about their place of study using secondary sources, comparing skills, the purpose of land use and how they have all changed over time in order for places to stay connected.
Skills	<p>Investigate their surrounding and talk about what they can see</p> <p>Make observations on local trips about what I see, naming features e.g cars, house, road, shop</p>	<p>Investigate their local area surroundings</p> <p>Make observations about where things are e.g. around school and local area</p> <p>Express their own views about places and the local area</p> <p>Draw simple features they observe in the local area</p> <p>Experiences simple scale drawings of the local area</p>	<p>Begin to collect and record evidence with modelled support</p> <p>Use simple field work and observational skills to study the school and grounds</p> <p>Try to make a simple scale drawing</p>	<p>Begin to collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos, temperature and location</p> <p>Draw a sketch of a simple feature from an observation or photo</p> <p>Make a map of a short route experienced with features in correct order</p>	<p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures and maps</p> <p>Begin to use a variety of sources of evidence to express views about the school</p> <p>Begin to use recordings for their investigation</p> <p>Begin to draw a sketch map from a high view point</p>	<p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence of people everyday life.</p> <p>Use a variety of sources of evidence to express views about the local area</p> <p>Use sketches as evidence in an investigation in the local area</p> <p>Begin to use recordings for their investigation</p>	<p>Collect and record evidence in their preferred way</p> <p>Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it</p> <p>Draw a sketch of key features studied with increasing accuracy.</p> <p>Begin to use recordings for their investigation</p> <p>Draw a sketch map using symbols and a key</p>

						Make a map of a short route experienced with features in correct order	
Vocabulary	From observations use language: House/tree/bus stop/path/road/shop/field/train track/church/community centre	House/tree/bus stop/path/road/shop/field/train track/church/community centre Kinsley/school/busy/quiet/building/field/play Ground/investigate	Kinsley/school/busy/quiet/building/field/play Ground/investigate Field work/collect/record/observe	Kinsley/school/busy/quiet/building/field/playground/investigate Field work/collect/record/observe Analyse/draw conclusions/compare	Kinsley/school/busy/quiet/building/field/playground/investigate Field work/collect/record/observe Analyse/draw conclusions/compare Sources	Kinsley/school/busy/quiet/building/field/playground/investigate Field work/collect/record/observe Analyse/draw conclusions/compare/Sources Evidence/influences	Kinsley/school/busy/quiet/building/field/playground/investigate Field work/collect/record/observe Analyse/draw conclusions/compare/Sources/Evidence/influences Land use/patterns/explain

Mapping

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Contribute to making a whole class map based on a shared experience</p> <p>I can use small world figures to play on large map mats and see the difference between land and sea</p> <p>Show an interest in maps e.g look at atlases, road maps, treasure maps</p> <p>Show an interest in Google Maps and begin to look at features in a bird's eye view</p>	<p>Make and read a simple plan</p> <p>Read a map of the UK – identify it's countries, capital cities and surrounding seas</p> <p>Follow a simple map of the local area, with support</p>	<p>Read a map of the UK – identify its countries, capital cities and surrounding seas</p> <p>Read a map that shows the worlds seven continents and five oceans</p> <p>Follow a simple map of the local area</p>	<p>Read a map of the UK's countries and cities</p> <p>Read a world map to locate the world's countries and understand the equator, northern/southern hemisphere, Arctic and Antarctic circle</p> <p>Follow a simple map of the local area, highlighting their route</p>	<p>Read a map of the countries of Europe (including Russia)</p> <p>Read a world map to locate the world's countries and understand the equator, northern/southern hemisphere, Arctic and Antarctic circle</p> <p>Navigate a route using a map of the local area</p>	<p>Use a map to highlight tectonic plates</p> <p>Map Germany in relation to their prior knowledge of Europe</p> <p>Read a map that they study in relation to their areas of interest: South/North America, Australia/Borneo</p> <p>Navigate a route of the local area, highlighting their route, noting landmarks that they pass</p>	<p>Use a map to highlight tectonic plates</p> <p>Map Germany in relation to their prior knowledge of Europe</p> <p>Read a map that they study in relation to their areas of interest: South/North America, Australia/Borneo</p> <p>Navigate a route of the local area of their choosing, taking into consideration the features and roads of the local area. Reason their decision based on spatial awareness.</p>
Skills	<p>Follow one step positional instructions e.g stand up, sit down</p> <p>Follow positional instructions e.g under the table, through the table, stand next to...</p> <p>Begin to make marks to represent journeys e.g in car play on car mats buildings, trees roads</p>	<p>Follow verbal directions including N,S,E,W</p> <p>Experience maps and attempt to make own, real or imaginary maps</p> <p>Use own symbols on imaginary map</p> <p>Use a plan view</p> <p>Use Infant Atlas to locate places</p>	<p>Follow a given route on a map using N,S,E,W</p> <p>Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo</p> <p>Use infant atlas and globes to locate places</p> <p>Use large scale maps</p>	<p>Use eight compass points to follow or give directions using a known route</p> <p>Use letters or number grid references to locate features on a map</p> <p>Use a junior atlas to locate places and begin to look at OS maps</p>	<p>Use eight point compass points to use on a map</p> <p>Begin to use four figure grid reference to locate features on a map</p> <p>Begin to recognise symbols on a OS map</p> <p>Use large and medium scale OS map</p>	<p>Use eight point compass points well and apply them into a context when navigating</p> <p>Use four figure grid reference to locate features on a map, using a key</p> <p>Recognise and use OS map symbols</p>	<p>Use eight point compass points confidently and accurately within a practical context when navigating their own route</p> <p>Begin to use six figure grid reference to locate features on a map, using a key</p>

<p>Talk about the features of their immediate environments and how environments might vary from one another</p> <p>-photographs -videos -walks in the community</p> <p>Use a simple map with the Beebots</p>	<p>Use NF books, stories, maps, pictures, photos as sources of information</p> <p>Follow a route on a map using directional language such as near/far/left/right</p> <p>Have experience of aerial photographs and try to identify known places with support</p>	<p>Use NF books, stories, maps, pictures, photos and internet as sources of information</p> <p>Follow a route on a map using directional language such as near/far/left/right and understand how to use a key</p> <p>Have experience of aerial photographs and try to identify known places</p>	<p>Use large scale OS maps approx.scale 1:1000)</p> <p>Use atlases to find out about other features of places e.g. mountains</p> <p>Use NF books, stories, maps, pictures, photos and internet as sources of information</p> <p>Follow a route on larger scale maps</p> <p>Begin to use map sites on google</p> <p>Have experience of aerial photographs and try to identify known places</p>	<p>approx. scale 1:1000/1:25000</p> <p>Use atlases to find out about other features of places e.g. mountains, weather patterns</p> <p>Use NF books, stories, maps, pictures, photos and internet as sources of information</p> <p>Follow a route on larger scale maps</p> <p>Use map sites on google</p> <p>Use satellite images and aerial photographs to extend learning within topic</p>	<p>Use medium scale land range on OS maps Approx. scale 1:25000/1:5000</p> <p>Use atlases and globes to find out about other features of places e.g. mountains, weather patterns.</p> <p>Begin to use primary and secondary sources of information for evidence Start to follow a short route on an OS map</p> <p>Use map sites on google Use satellite images and aerial photographs to extend learning within topic</p>	<p>Recognise and use OS map symbols and describe features shown on OS map</p> <p>Draw and use maps and plan in a range of scales</p> <p>Use atlases and globes to find out about other features of places e.g. mountains, weather patterns.</p> <p>Use primary and secondary sources of information for evidence Start to follow a short route on an OS map</p> <p>Use map sites on google Create maps using aerial photographs and satellite images</p>
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<p>Vocabulary</p>		<p>North/East/South/West/ maps/plan/symbol/atlas/ near/far/left/right/ photographs</p>	<p>North/East/South/West/ maps/plan/symbol/atlas/ near/far/left/right/ Photographs Aerial photograph/sketch/map/ locate/key</p>	<p>North/East/South/W est/maps/plan/symb ol/atlas/near/far/left /right/photographs /Aerial photograph/ sketch/map/locate/ key</p> <p>North East/North West/ South East/ South West/ 4 figure grid reference/OS map/scale</p>	<p>North/East/South/We st/maps/plan/symbol/ atlas/near/far/left/rig ht/photographs /Aerial photograph/ sketch/map/locate/ key/ North East/North West/ South East/ South West/ 4 figure grid reference/OS map/scale</p> <p>large scale map/ medium scale map/ features</p>	<p>North/East/South/W est/maps/plan/symb ol/atlas/near/far/left /right/photographs /Aerial photograph/ sketch/map/locate/ key/ North East/North West/ South East/ South West/ 4 figure grid reference/OS map/scale/large scale map/ medium scale map/ features</p> <p>satellite images/primary sources/secondary sources/evidence/OS map symbols</p>	<p>North/East/South/W est/maps/plan/symb ol/atlas/near/far/left /right/photographs /Aerial photograph/ sketch/map/locate/ key/ North East/North West/ South East/ South West/ 4 figure grid reference/OS map/scale/large scale map/ medium scale map/ features/ satellite images/primary sources/secondary sources/evidence/OS map symbols</p> <p>navigate/6 figure grid reference</p>
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