

## Geography Progression of Skills and Knowledge.

**Intent:** Based adjacent to the River Tees, Gainford CE Primary believe that Geography helps to provoke questions and provide answers about the natural world. Children are encouraged to think about their place within the world and to develop a deeper understanding of knowledge of the world. The geography curriculum enables children to develop transferable knowledge and skills and to promote their spiritual, moral, social and cultural development. Gainford CE Primary strives to inspire children’s curiosity and fascination of the world and all which dwells within it; to promote an understanding of diversity through the study of places, people, resources, and environments. The curriculum is designed to develop knowledge of human and physical processes, as well as progressive skills for life long learning.

**Implementation:** Through rigorous planned topic cycles, Gainford CE Primary ensure current learning is linked to prior learning. Geography is taught each term in blocks to achieve a depth of knowledge. These blocks alternate with History. The key knowledge and skills for each year group have been identified to ensure teachers plan for progression and enable greater depth. Gainford CE Primary utilise strong-links for cross-curricular learning to support contextual learning. Outcomes are regularly monitored to ensure they reflect a sound understanding of key identified knowledge.

**Impact:** Geography outcomes in books evidence a broad and balanced curriculum and demonstrate children’s acquisition of key concepts. Books are marked to geography outcomes and children are encouraged to identify their own target areas. As children develop as geographers, they deepen their understanding and appreciation of their local area and its geographical context within the world.

	<b>DEVELOPMENT MATTERS STATEMENT and EARLY LEARNING GOAL</b>	<b>KEY KNOWLEDGE Resources</b>
<b>EYFS</b>  <b>Pre-School</b>  <b>Reception</b>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Draw information on a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Describe what they see hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>ELG: People, Culture and Communities</b>  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>	<ul style="list-style-type: none"> <li>• Be exposed to a wide geographical vocabulary and begin to repeat then use these words.</li> <li>• Begin to care for animals and plants using the school garden.</li> <li>• Explore a diverse range of props, puppets, dolls and books from different countries- talk about the similarities and differences.</li> <li>• Become familiar with names of locations of importance such as Gainford, Low Road, The Green etc.</li> <li>• Use a range of maps and aerial view photos to support understanding of human and physical features.</li> <li>• Encourage children to draw and create maps from fictional and real life settings.</li> <li>• Begin to understand how lives of those in different countries can differ (avoiding stereotypes).</li> <li>• Show knowledge through; mark making, drawing, painting, discussion, model making, ICT and role play.</li> </ul>

	MAP SKILLS	FIELD WORK	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL
<b>KS1</b>  <b>Year 1 and Year 2</b>	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school. Use relative vocabulary such as bigger, smaller, like, dislike</li> <li>Use directional language such as near and far, up and down, left and right, forwards and backwards.</li> <li><b>Map knowledge.</b> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas</li> <li><b>Making maps.</b> Draw basic maps, including appropriate symbols and pictures to represent places or features. Use photographs and maps to identify features.</li> <li>Follow a route on a map. Use simple compass directions (North, South, East, West). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li><b>Map knowledge.</b> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.</li> <li><b>Making maps.</b> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key.</li> </ul>	<p><b>Gather information</b> Use basic observational skills. Carry out a small survey of the local area/school. Draw simple features. Ask and respond to basic geographical questions. Ask a familiar person prepared question. Use pro-forma to collect data e.g., tally survey.</p> <p><b>Sketching</b> Create plans and draw simple features in their familiar environment. Add labels onto a sketch map, map, or photograph of features.</p> <p><b>Audio/Visual</b> Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</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. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><b>key physical features,</b> including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li><b>key human features</b> including: city, town, village, factory, farm.</li> </ul>

<p><b>LOWER KS2</b></p> <p><b>Year 3 and Year 4</b></p>	<ul style="list-style-type: none"> <li>Follow a route on a map with some accuracy. Locate places using a range of maps including OS &amp; digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</li> <li>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</li> <li><b>Map knowledge</b> Locate the UK on a variety of different scale maps</li> <li>Name &amp; locate the counties and cities of the UK.</li> <li><b>Making maps</b> Try to make a map of a short route experiences, with features in current order.</li> <li>Create a simple scale drawing. Use standard symbols, and understand the importance of a key.</li> <li>Follow a route on a large-scale map Locate places on a range of maps (variety of scales).</li> <li>Identify features on an aerial photograph, digital or computer map.</li> <li>Begin to use 8 figure compass and four figure grid references to identify features on a map.</li> <li><b>Map knowledge</b> Locate Europe on a large scale map or globe.</li> <li>Name and locate countries in Europe (including Russia) and their capitals cities.</li> <li>Making maps Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from high viewpoints.</li> </ul>	<p><b>Gather information</b> Ask geographical questions. Use a simple database to present findings from fieldwork. Record findings from fieldtrips. Use a database to present findings. Use appropriate terminology.</p> <p><b>Sketching</b> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</p> <p><b>Audio/Visual</b> Select views to photograph. Add titles and labels giving date and location information. Consider how photo's provide useful evidence. Use a camera independently. Locate position of a photo on a map.</p>	<p>name and locate the Europe's countries including Russia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: volcanoes, rivers and the water cycle.</li> <li><b>human geography</b>, including: types of settlement and land use.</li> </ul>
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<p><b>UPPER KS2</b></p> <p><b>Year 5 and Year 6.</b></p>	<ul style="list-style-type: none"> <li>• Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g., temperature).</li> <li>• Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references.</li> <li>• <b>Map knowledge</b> Locate the world's countries, focus on North &amp; South America.</li> <li>• Identify the position and significance of lines of longitude &amp; latitude.</li> <li>• <b>Making maps.</b> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.</li> <li>• <b>Follow a short route on an OS map.</b> Describe the features shown on an OS map. Use atlases to find out data about other places. Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps.</li> <li>• <b>Map knowledge</b> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</li> <li>• <b>Making maps</b> Draw plans of increasing complexity Begin to use and recognise atlas symbols.</li> </ul>	<p><b>Gather information</b> Select appropriate methods for data collection such as interviews. Use a database to interrogate/ amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements.</p> <p><b>Sketching</b> Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns.</p> <p><b>Audio/Visual</b> Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. Use photographic evidence in their investigations. Evaluate the usefulness of the images.</p>	<p>Name and 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.</p> <p>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).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including; climate zones, biomes and vegetation belts, mountains and earthquakes.</li> <li>• <b>human geography</b>, including; economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
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