# Geography Whole School Progression of Skills

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

At CHANGE Schools Partnership we believe that:

- The curriculum in our schools is everything that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study.
- The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world.
- We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future.
- All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes.
- We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning.
- Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning.
- Children deserve learning experiences that will stick with them for a lifetime.

**Purpose of study (from the National Curriculum)**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Aims (from the National Curriculum)**

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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Essential characteristics of Geographers

- An excellent knowledge of where places are and what they are like
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques
- The ability to reach clear conclusions and develop a reasoned argument to explain findings
- Significant levels of originality, imagination or creativity as show in interpretations and representations of the subject matter
- Highly developed and frequently utilised field work and other geographical skills and techniques
- A passion for and commitment to the subject and a real sense of curiosity to find out about the world and the people who live there
- The ability to express well balanced opinions rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

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| Subject Content | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| To Investigate Places | Begin to ask geographical questions (such as; What is this place like? What or who will I see in this place? What do people do in this place?) | Ask and answer geographical questions linked to a place of study. | Begin to ask and answer geographical questions about the physical and human characteristics of a location. | Ask and answer geographical questions about the physical and human characteristics of a location | Collect and analyse statistics and other information in order to draw clear conclusions about locations. | Collect and analyse statistics and other information in order to draw clear conclusions about locations and how much human and physical environments are interrelated. |
| | Identify the key features of a location. | Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. | Explain own views about locations giving reasons | Explain own views about locations giving detailed reasons or evidence to support this view. | Identify and describe how the physical features affect the human activity within a location. | Identify and describe how the physical features affect the human activity within a location. |
| | Explore world maps, atlases and globes and understand their purpose. | Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied. | Use maps, atlases, globes and digital/or computer mapping to locate countries and describe features. | Use maps, atlases, globes and digital/or computer mapping to locate countries and describe physical and human features. | | |
| | Use simple fieldwork and observational skills to study their local environment. | Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. | Use fieldwork to observe and record human and physical features in the local area. | Use fieldwork to observe and record human and physical features in the local area using a range of methods (sketch maps, plans and graphs and digital technologies.) | Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in a local area | Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in a local area. Record the results in a range of ways. |

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| Subject Content | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| | Explore aerial images and begin to recognise landmarks and basic physical features. | Use aerial images and plan perspectives to recognise landmarks and basic physical features. | Use resources to identify the key physical and human features of a location. | Use a range of resources to identify the key physical and human features of a location. | Use a range of geographical resources to give descriptions and opinions of the characteristic features of a location. | Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. |
| | Name and locate the four countries of the UK. | Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. | Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including: hills, mountains, cities, rivers, key topographical features and land use patterns. and understand how some of these aspects have changed over time. | Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including: hills, mountains, cities, rivers, key topographical features and land use patterns and understand how some of these aspects have changed over time. | Name and locate countries and cities of the world, geographical regions and their identifying human and physical characteristics including: hills, mountains, cities, rivers, key topographical features and land use patterns. | Name and locate countries and cities of the world, geographical regions and their identifying human and physical characteristics including: hills, mountains, cities, rivers, key topographical features and land use patterns and understand how some of these aspects have changed over time. |
| | Begin to name and locate the world's continents and oceans. | Name and locate the world's continents and oceans. | Name and locate the countries of Europe. | Name and locate the countries of Europe and identify their main physical and human characteristics. | Name and locate the countries of North and South America and identify their main physical and human characteristics. | Name and locate the countries of North and South America and identify their main physical and human characteristics. |

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| Subject Content | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| To investigate patterns | | | Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date time zones. | Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date time zones. Describe some of the characteristics of these geographical areas. | Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including day and night) | Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including day and night) |
| | Understand geographical similarities and differences of two contrasting locations | Understand geographical similarities and differences through studying the human and physical geography of two contrasting locations | Describe the human and physical geographical similarities and differences between countries | Confidently describe the human and physical geographical similarities and differences between countries | Understand some of the reasons for geographical similarities and differences between countries | Develop a greater understanding of the reasons for geographical similarities and differences between countries |
| | Identify seasonal and daily weather patterns. | Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. | | | | |

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| Subject Content | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| | Identify land use within the school and its immediate local area | Identify land use of the wider local area around the school | Describe how the locality of school has changed over time | Describe how the locality of school and the wider local area has changed over time | Describe how locations around the world are changing and begin to give reasons for change<br><br>Identify geographical diversity across the world<br><br>Describe how countries are interconnected and interdependent | Describe how locations around the world are changing and explain some of the reasons for change<br><br>Describe geographical diversity across the world<br><br>Describe how countries and geographical regions are interconnected and interdependent |

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| Subject Content | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| To communicate geographically | Use basic geographical vocabulary to refer to:<br>• Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather.<br>• Key human features including: city, town, village, factory, farm, house, office, shop. | Use basic geographical vocabulary to refer to:<br>• Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather.<br>• Key human features including: city, town, village, factory, farm, house, office, shop. | Describe key aspects of:<br>• Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycles.<br>• Human geography, including: settlements and land use. | Describe key aspects of:<br>• Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycles.<br>• Human geography, including: settlements and land use.<br>**N.B – do not repeat areas covered in year 3 (e.g. mountains, volcanoes, earthquakes and the water cycle.)** | Describe and understand key aspects of:<br>• Physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.<br>• Human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.<br>**N.B – do not repeat areas covered in year 3 & 4 (e.g. mountains, volcanoes, earthquakes and the water cycle.)** | Describe and understand key aspects of:<br>• Physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.<br>• Human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.<br>**N.B – do not repeat areas covered in year 3,4 & 5 (e.g. mountains, volcanoes, earthquakes and the water cycle.)** |

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| Subject Content | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| | Use locational language (e.g. near, far, left, right, behind etc.) to describe the location of features and routes on a map. | Use compass directions (N, S, E and W) to describe the location of features and routes on a map. | Recap basic compass directions and begin to understand the eight points of a compass. Complete simple grid references and begin to use four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. | Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | Use the eight points of a compass, recap four-figure grid references and begin to use six-figure grid references, symbols and a key (that uses standard ordinance survey symbols) to communicate knowledge of the United Kingdom and the world. | Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard ordinance survey symbols) to communicate knowledge of the United Kingdom and the world. |
| | Observe and adapt a simple map and use basic symbols in a key. | Devise a simple map and use and construct basic symbols in a key. Use simple grid references (A1, B1) | | | Create maps of location, identifying patterns (such as: land use, climate zones, population densities, height of land.) | Create maps of location, identifying patterns (such as: land use, climate zones, population densities, height of land.) |