



ST MARY'S CATHOLIC PRIMARY
SCHOOL

PROGRESSION IN SKILLS AND
KNOWLEDGE
GEOGRAPHY

Intent

At St Mary’s Catholic School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Mary’s enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips 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 through the school, their growing knowledge about the world helps 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 and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth’s features at different scales are shaped, interconnected and change over time. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Learning Goals and National Curriculum	<p>Understanding of the World: <u>The Natural World</u> <i>-Explore the natural world around them, making observations and drawing pictures of animals and plants. (skills)</i> -know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (knowledge) -Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter. (Knowledge)</p> <p><u>People, Culture and communities</u> <i>-Describe their immediate environment using</i></p>	<p><u>Key stage 1</u> 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.</p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u> -name and locate the world’s 7 continents and 5 oceans -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place knowledge</u> -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.</p>	<p><u>Key stage 2</u> 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.</p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u> -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. -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 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><u>Place knowledge</u></p>				

	<p><i>knowledge from observation, discussion, stories, non-fiction texts and myths (Skills)</i></p> <p>-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 (knowledge)</p>	<p><u>Human and physical geography</u></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>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Geographical skills and fieldwork</u></p> <p>-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.</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 recognize 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 the key human and physical features of its surrounding environment.</p>	<p>-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.</p> <p><u>Human and physical geography</u></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>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><u>Geographical skills and fieldwork</u></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-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</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>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Geographical Enquiry</u>	<p>Identify features in the local environment, e.g. house, farm, church, street, lamppost.</p> <p>Use photos and pictures to locate places in the local environment.</p> <p>Talk about the local environment eg, its size, weather, temperature (ie hot/cold)</p> <p>Explore the natural world make observations and draw pictures of animals and plants</p> <p>Use globes, maps to locate places they have heard in a story</p>	<p>Name and describe physical and human features in the local environment.</p> <p>Use photos and simple street plans to locate places of interest in the local environment.eg, shops, schools church buildings etc</p> <p>Talk about the features of the local environment that are liked and disliked and why.</p> <p>Record information on a school map</p> <p>Make a picture map of a story</p>	<p>Sort, group and compare physical and human features in the local environment eg, physical = lakes, river, mountains, climate.</p> <p>Human=roads, dams, buildings,</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield ie, the next nearest town.</p> <p>Talk about and compare features of the local environment</p> <p>Follow a simple route on a map</p>	<p>Ask and respond to simple geographical questions such as: how are waterfalls formed?</p> <p>Use an increasing range of secondary sources and first-hand enquiry, e.g. travel survey counting the different varieties of vehicles on a nearby road.</p> <p>Present findings of geographical surveys using a range of simple graphs and charts eg, bar charts and pictograms.</p> <p>Talk about evidence, draw simple conclusions with reference to data collected or observed.</p> <p>Make maps and plans i.e. a picture map of a place in a story</p>	<p>Respond to challenging geographical questions by planning a range of tasks in order to find the answers eg what type of land use is most common in the local area ie, residential, commercial, transport, educational, religious, recreational.</p> <p>Use primary and secondary sources to find information about a range of localities eg, rainfall and hours of sunshine data of two localities.</p> <p>Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.</p>	<p>Set own challenging questions when investigating geographical features and issues</p> <p>Select appropriate sources of primary (data collected first-hand) and secondary (data found from books and internet) information to support investigation.</p> <p>Select an appropriate way in which to present statistical information and findings eg, mean,</p> <p>Analyse evidence and ensure that conclusions make accurate reference</p>	<p>Draw on own knowledge and understanding, suggest relevant geographical questions and issues and appropriate sequences of investigation.</p> <p>Use multiple sources of increasingly complex skills and sources of evidence and use effectively eg, first-hand, data in textbooks, data from websites.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>Analyse evidence and present findings in a coherent way and reach conclusions that are consistent with evidence.</p>

		Plan a simple route using maps and globes	Ask questions: what is it like to live in a place? Make maps and plans, picture map of a place like Pudding Lane	Use globes, maps, plans at a range of scales. Follow a route on a map. Observe and record i.e., Identify buildings in street and complete a chart.	Present reasoned conclusions when presenting my findings with reference to evidence collected or researched. Observe and record i.e., Identify buildings in street and complete a chart Use globes, maps, plans at a range of scales. Follow a route on a map.	to the evidence presented. Use atlases, globes, maps, plans at a range of scales. Follow a route on a map. Develop decision making skills i.e. what measures needed to improve safety in a local street.	Select appropriate way to present statistical data information and findings, mean, mode, range, scatter graphs Use atlases, globes, maps, plans at a range of scales . Follow a route on a map.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Geographical skills and fieldwork</u>	Talk about and describe features of the local environment from photos and leaflets etc. Label photos and pictures of the local environment, e.g. the church, river etc. Use simple aerial photos to identify landmarks and basic human and physical features. Use the language 'up, down, forwards and back' to describe the location of features and routes on a map.	Carry out a small local survey, e.g., traffic, litter, land use using tally charts to record data. Identify geographical features on a large scale map eg, river, mountains Create a simple map of a familiar location and create own symbols and a simple key to represent landmarks. Use simple compass directions (N,S,E,W) and locational and directional language. (i.e. near, far, left, right) to describe the location of features and routes on a map.	Carry out a local survey, e.g., traffic, litter, land use using a bar chart to visually represent the data collected. Identify a range of geographical features on maps e.g., roads, railway tracks, rivers, mountains, low lying and elevated land etc Create a simple map of a familiar location using some traditional OS map symbols and a simple key to represent landmarks. Use the 4 points of the compass to describe the location of features and routes on a map. Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.	Take part in simple fieldwork using simple equipment, e.g., compass, map, camera etc. Use simple geographical vocabulary, e.g. country, city, climate, landscape. Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 4 points of a compass. Plan and follow a route using an Ordnance Survey map. Use world maps, atlases and globes and	Use a range of equipment and maps to conduct fieldwork tasks. Communicate findings using geographical terms, e.g., location, land use, settlement. Map a route to another location in the UK using six-figure grid referencing. Create maps of the local environment using 8 points of a compass -Four- and six-digit grid references -Symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world. Use world maps,	Use a range of equipment and maps to conduct independent fieldwork. Communicate findings using complex terminology, e.g. erosion, delta, meander. Locate places in Europe and beyond 8 points of a compass -Four- and six-digit grid references -Symbols and keys (including the use of OS maps) to build their knowledge of the UK in the past and present Plot a series of points along a route	Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data. Locate places worldwide using six figure grid referencing. Map a range of routes to worldwide locations and at least 8 points on a compass. Identify the most direct, cost effective shortest route between two points or locations. Create maps using appropriate scales and six-figure grid referencing.

	<p>With support identify world maps and globes to identify the United Kingdom and the country they live in (England)</p>	<p>Use world maps to identify oceans and the UK or country being studied</p>	<p>Use simple fieldwork and observational skills to study the geography of our school and its grounds. Including the human and physical features of its surrounding environment</p>	<p>digital/computer mapping to locate towns/cities in the UK.</p>	<p>atlases and globes and digital/computer mapping to locate countries and describe features studied</p>	<p>and use the scale to calculate the distance.</p> <p>Use world maps, atlases, globes and digital /computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Create maps of the local environment and beyond using different scales and six-figure grid referencing.</p>	
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<p><u>Location and place knowledge</u></p>	<p>EYFS Talk about and describe people and places in the local area. From pictures/photos, stories and what they have been read</p> <p>Talk about similarities and differences between places, e.g. the school playground and the town park.</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Name and locate our country and other countries studies from stories and non-fiction text</p>	<p>Year 1 Talk about and describe key features of the local area.</p> <p>Describe and compare features of known localities.</p> <p>Talk about and describe a contrasting locality in the UK compared to Madeley.</p> <p>Name and locate the four countries of the United Kingdom, capital cities and surrounding seas.</p>	<p>Year 2 Talk about and compare features of the local area.</p> <p>Compare features of localities, giving reasons for their similarities and differences.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Compare and contrast the world's seven continents and five oceans.</p>	<p>Year 3 Understand geographical similarities and differences through the study of places linked to other topic areas. i.e pre-historic Britain etc</p> <p>Describe and geographically compare contrasting locations within and beyond the UK using physical and human features</p> <p>Talk about and describe features of localities beyond the local area of Madeley, including a region within the United Kingdom.</p> <p>Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country)</p> <p>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop for defence eg Shrewsbury.</p> <p>Identify physical and human features within a local study and how they have changed over time.</p>	<p>Year 4 Talk about and describe a range of cities and countries around the world, including a region in a European country.</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p> <p>Identify physical and human features that have contributed towards the change and development of a locality.</p> <p>Explain about the way in which the physical location can determine the growth of a settlement or industry.</p> <p>Identify the position of significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic circle,</p>	<p>Year 5 Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</p> <p>Support reasons for the physical and human features of a location with factual evidence eg, why large Valleys can be found due to glacial erosion and why people might settle in a particular location.</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information e.g., The arrival of a multinational business to Telford might change land use and create jobs which attract people to the area.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK eg, are locations found in coastal areas or the tropics. Do locations have manufacturing areas.</p> <p>Identify the position and location of significance of latitude, longitude, Equator, Greenwich</p>	<p>Year 6 Extend and deepen locational knowledge and spatial awareness of the world's countries and environmental regions, including polar, temperate, tropical and hot deserts.</p> <p>Recognise and explain how physical and human processes interact to influence and change landscapes, environments and climates over time eg, increased rainfall increases erosional power of rivers which widen and alter river channels and meanders. Humans impact on climate and the Greenhouse effect.</p> <p>Describe the ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places e.g., redevelopment of an area attracts people to live and work affecting its population.</p> <p>Recognise the many links and relationships that make places dependent on each other e.g., workforce in surrounding areas fill jobs for local businesses.</p> <p>Identify the position and location of significance of latitude, longitude line, Equator, Greenwich Meridian linking with science, time zones, night</p>

				Identify significant lines of latitude and longitude, Northern and Southern Hemispheres and the Arctic and Antarctic Circles on a World map.		Meridian linking with science, time zones, night and day.	and day and difference from England to other places in the World
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><u>Human and physical</u></p>	<p>Describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, season, plants, season, weather.</p> <p>Use simple geographical words to describe human features e.g., city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Talk about and describe the changes in the UK seasons spring, summer, autumn, and winter</p>	<p>Talk about and describe the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Talk about and describe features of landmarks within the locality e.g., size, elevation</p> <p>Identify and describe patterns and changes within the local environment e.g., amount of litter and rainfall.</p> <p>Describe key human features: city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Talk about and describe the function of features and landmarks within a locality e.g., the purpose of a port.</p> <p>Describe and compare patterns and changes within the local environment e.g., population, land use</p>	<p>Identify a range of simple physical processes, e.g., formation of rivers, mountains, volcanoes and earthquakes.</p> <p>Identify a range of simple human processes, e.g., types of settlement and land use.</p> <p>Identify simple geographical patterns, e.g., number and type of hotels on a seafront.</p> <p>Identify and describe the way in which physical and human processes can change the features of a locality eg, coastal erosion creating caves and stacks and building of structures alter the landscape.</p>	<p>Identify an increasing range of physical processes, e.g., climate zones and biomes.</p> <p>Identify an increasing range of human processes, e.g., economic activity including trade links.</p> <p>Give simple explanations for the location of human and physical features within a locality.</p> <p>Recognise and describe a wide range of geographical patterns e.g., population size, hours of sunshine variation.</p>	<p>Identify a range of physical processes, e.g., vegetation belts and the water cycle.</p> <p>Identify a range of human processes, e.g., distribution of natural resources including energy, food, minerals and water.</p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality.</p> <p>Compare and contrast an increasing range of geographical patterns eg, voluntary and involuntary migration.</p>	<p>Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation & coasts.</p> <p>Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources.</p> <p>Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places eg, the building of a dam affects the amount of water further down the river for other settlements.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Sustainability</u>	<p>Talk about the things I like and don't like about the local environment.</p> <p>Talk about what people do in the local environment eg, their jobs.</p>	<p>Express thoughts and views about a locality.</p> <p>Talk about how people can affect the environment they live in.</p>	<p>Give reasons for thoughts and views about a locality.</p> <p>Talk about and describe how people try to improve and sustain their environment eg, litter pick, reduce traffic.</p> <p>Give reasons for local environmental issues eg, explain why cars can only travel in one direction on Madeley high street.</p>	<p>Justify reason, thoughts and views with factual information.</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment eg, fewer cars on streets leads to cleaner air and less pollution.</p> <p>Use a range of sources of evidence to explain environmental issues.</p>	<p>Talk about and give reasons for own and others views about changes to the environment.</p> <p>Talk about and describe how people's actions can damage and improve the environment.</p> <p>Talk about and describe reasons for global environmental issues eg, plastic in oceans, greenhouse effect.</p>	<p>Recognise and describe the different views that people may hold when changes are made to the environment eg, those in favour/against a housing development being built.</p> <p>Talk about and describe the ways in which groups try to manage an environment's sustainability eg, Apley Preservation society, The National Trust.</p> <p>Describe how decisions made about places and environments can impact on the lives of the people who live there both positively and negatively.</p>	<p>Recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments eg, limiting tourist visitors to a particular area of a National Park so only a small area is affected by litter and soil erosion.</p> <p>Recognise that considerations of sustainable development affect the planning and management of environments and resources eg, local councils have to consider the impact of schools, roads and hospitals when allowing housing developments to be built in a local area.</p>

Geographical Vocabulary

	EYFS	KS1	Lower KS2	Upper KS2
Human Features	BuildingTown farm road park path people	city town village factory farm house office port harbour shop Capital city country	Urban region Europe Country County EconomyTrade Energy	Trade Deforestation Derelict Economy
Physical Features	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons	beachcliff coast foresthill mountainsea ocean river soil valley vegetationseason weather Marine	Landscape Hills and mountains N.B. including the UK names e.g. Pennines, Grampians,Cambrians Southern Uplands, Cotswolds,North and South Downs etc. coast Rural Climate Erosion deposition earthquakevolcano water cycleAlps Geology Minerals and rock types e.g.Chalk, Slate, Granite, Sandstone Biomes/ Vegetation belts e.g.Tundra Coniferous & DeciduousForest MediterraneanMountainous Desert	Tributary confluence meander ox bow estuary mouth source biomes climate zones
Specific Content	Map local place globe	Asia Africa North AmericaSouth AmericaAntarctica Australia/ Oceania/ AustralasiaEurope Arctic Southern Pacific Atlantic Indian England, Scotland, Wales, N.Ireland Belfast, Cardiff, Edinburgh, LondonNorth/ Irish/ Celtic Seas English Channel	Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Contours Symbols Minerals Rocks European country and capital city names	GIS - Geographical Information systems Analysis of data and statistics Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences
Other useful words for this agegroup – may be recap on previous key vocabulary or new words to introduce	Village city shop land house motorway water pond	Environment recycle Compass Compass points: East North SouthWest Fieldworkplan aerial photographmap key symbolsEquator hot/cold Directionkey	globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great	spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate

		Country Continentglobe atlas Address	Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation Interconnected and change over time	change Ordnance Survey Geographical Information Systems
Challenge for thisage group		Scale route plannergrid vegetation urban rural challenge diverse places resources natural and humanenvironments Right/ left patterns characteristics surrounding seas contrasting non-European	Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial GIS - Geographical Information systems	Relief Digital mapping



How parents can help:

Geography is the study of space, place and environment.

Geography is a way of thinking, of asking questions, and of observing and appreciating the world around us. It gives us tools we need to move about in the world, to make wise decisions about our environment, and to relate more meaningfully to people from other lands and cultures. You can help your children learn geography by offering them interesting and fun activities and by encouraging them to ask questions about their surroundings.

Everyday learning experiences

Young children learn through their senses and experiences. They touch, feel, smell, and taste things. They run and jump and climb. They play imaginary games, and they ask a million questions.

In an everyday walk, these children are beginning to understand how people relate to the Earth, how they change the environment, how weather changes the character of a place, and how one place relates to another through the movement of people, things, and ideas.

Children's everyday play and experiences give them the basis for the geographic knowledge that they will learn in school. With just a little encouragement and some direction, young children will develop the vocabulary, awareness, and curiosity that will help them better understand and learn geography.

Activities to consider

- Read with your child — especially about other places and other people.
- Keep maps and globes around the house and let your children see you use them.
- Look and explore. Go exploring with them and become aware of your surroundings.
- Ask, ask, ask. Ask questions about what you see. Ask about shape and color and why things are located in a particular spot.
- Talk about the weather and how it changes what you wear and what you can do.
- Celebrate your own cultural heritage.
- Experiment with other cultures. Eat their food and sing their songs. Find out where in the world these cultures are found.
- Talk about where ideas, products, and people come from.
- Travel in different ways: Bus, car, bicycle, subway train. Jumping, running, climbing.
- Plan a longer journey with your child using maps or the internet eg, google maps and google street view.
- Compare any new location with your home location ie, house, street, town, country.

Talk the talk

How you talk about and relate to the world is important to your children. Help your children build accurate mental images by using the right geographic terms. For instance, say, "We're travelling up Madeley high Street," or "East to Dawley to see Grandad." Many words used in geography are everyday words. But, like any other field of learning, geography has a vocabulary of its own.

Use maps as often as possible. As you plan outings and trips, as you watch television shows, or read stories to your children, keep a map close by. Children who grow up around maps and atlases are more likely to get the "map habit" than those who don't. So, get a good atlas, as well as a dictionary.



EYFS Geography

Explore the natural world and make observations, draw pictures of animals and plants

Talk about and describe local features from the local environment from photos and leaflets

Talk about and describe people and places in their local area from picture and what they have been read

Describe key human features: city, town, village, factory, farm, house, office, port, harbour, shop

Identify features in the local environment, church, house, farm, lamppost

Label photos and pictures of local environment like church, river etc

Name and locate the four countries of the United Kingdom, capital cities and it's surrounding seas

Talk about and describe the changes in the UK seasons spring, summer, autumn and winter

Use fieldwork skills. Locate places in the local environment from photos and pictures

Use simple aerial photos to identify basic human and physical features School, forest etc

Describe and compare features of a known locality

Talk about and describe key physical features of landmarks within the locality, eg size elevation of the Wrekin etc

Use globes, maps to locate places they have heard in a story

Use language 'up, down, forward, backwards to describe location of features on a route

Understand geographical similarities and differences

Identify and describe patterns and changes within the local environment, e.g. amount of litter and rainfall.

Talk about the local environment, size, weather, temperature

With support Identify world maps and globes and find the United Kingdom and the country they live in (England)

Talk about and describe a contrasting locality in

Talk about how people can affect the environment they live in

Express thoughts and views about a locality

Geographical Enquiry and skills

Geographical Skills and Field work

Locational and place Knowledge

Human and Physical Geography

Sustainability



Year 1 Geography

Ask geographical questions

Talk about the features of the local environment that are liked and disliked and why .e. What is it like to live in this place?

Observe and record Use secondary sources of information Use photos and simple street plans to locate places of interest in the local environment eg shops, schools, church buildings

Use geographical vocabulary

i.e. hill, motorway, near, far, North, South. Name and describe physical and human features in the local environment

Use fieldwork skills.

i.e. recording info on a school plan or local area map

Use globes, maps, plans at a range of scales .

Follow a route on a map.

Make maps and plans

i.e. a picture map of a place in

Use world maps to identify oceans and the UK or country being studied

Create a simple map of a familiar location with simple key.

Carry out a small local survey. Eg traffic, litter, land using a tally chart

Use simple compass directions (N,S,E,W) and locational and directional language. (i.e. near, far, left, right) to describe the location of features and routes on a map.

Identify geographical features on a map. Eg river , mountain

Talk about and describe key features of the local area

Name and locate the four countries of the United Kingdom, capital cities and it's surrounding seas

Describe and compare features of a know locality

Understand geographical similarities and differences

Talk about and describe a contrasting locality in

Describe key human features: city, town, village, factory, farm, house, office, port, harbour, shop

Talk about and the describe the changes in the UK seasons spring, summer, autumn and winter

Talk about and describe key physical features of landmarks within the locality, eg size elevation of the Wrekin etc

Identify and describe patterns and changes within the local environment, e.g. amount of litter and rainfall.

Talk about how people can affect the environment they live in

Express thoughts and views about a locality

Geographical Enquiry and skills

Geographical Skills and Field work

Locational and place Knowledge

Human and Physical Geography

Sustainability



 Year 2 Geography

Ask geographical questions
i.e. What is it like to live in this place?

Observe and record sort, group and compare physical and human features in the local environment .
PHYSICAL lakes, rivers
Human, roads, buildings

Talk about and compare features of the local environment . **Use primary and secondary sources of information**
i.e. pictures, photos, artefacts

Use geographical vocabulary
i.e. hill, motorway, near, far, North, South

Use fieldwork skills.
Use maps and simple street plans to locate places and features in our locality and further afield eg the next nearest town

Use globes, maps, plans at a range of scales .
Follow a route on a map.

Make maps and plans
i.e. a picture map of a place in a story, like Pudding Lane

Geographical Enquiry and skills

Identify a range of geographical features on maps eg roads, railways, low lying and elevated land

Use simple fieldwork and observational skills to study the geography of our school and it's grounds and the human and physical features of it's surrounding environment

Create a simple map; and use and construct basic OS symbols in a key.

Carry out a local survey, eg traffic, litter, land use on a bar chart to visually present data

Use the 4 points of a compass (N,S,E,W) to describe the location of features and routes on a map

Use world maps. Atlases and globes to identify world countries the United Kingdom, oceans and capital cities

Geographical Skills and Field work

Talk about and compare features of the local area

Compare features of localities, giving reasons for their similarities and differences

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding areas

Name and locate the World's seven continents and five Oceans

Compare and contrast the World's seven continents and five oceans

Locational and place Knowledge

Identify and locate hot and cold areas of the World in relation to the Equator and the North and South Poles.

Talk about and describe the function of features and landmarks with a locality eg the purpose of a port.

Describe and compare patterns and change within the local environment eg population, land use etc

Human and Physical Geography

Give reasons local environmental issues, ie why traffic can only go one way in Madeley

Give reasons for thoughts about a locality

Talk about how people try to improve their location ie litter picking

Sustainability



Year 3 Geography

Ask simple and respond to geographical questions ie how are waterfalls formed?

i.e. What is it like to live in this place?

Observe and record

i.e. Identify buildings in street and complete a chart.

Present findings of geographical surveys, simple graphs, charts, pictograms

Use globes, maps, plans at a range of scales .

Follow a route on a map.

Use a range of secondary sources and first-hand enquiry

i.e pictures, photos, artefacts, stories, survey etc

Make maps and plans

i.e. a picture map of a place in a story

Geographical Enquiry and skills

Follow a route on a map from a familiar location, using 4 figure grid reference or four compass points N, S, E, W

Plan and follow a route using an Ordnance Survey Map

Use world maps, atlases, globes and digital / computer mapping to locate and describe features studied.

Use geographical vocabulary eg, city, country, climate, landscape

Use fieldwork skills. Using simple equipment . compass, maps, cameras etc i.e. recording info on a school plan or local area map

Geographical Skills and Field work

Understand geographical similarities and differences through the study of places linked to other topic areas. i.e pre-historic Britain etc

Talk about and describe features of localities beyond the local area

Describe and compare geographically contrasting locations within and beyond the UK using physical and human features

Suggest reasons for the location of towns and settlements ie near a river, hilltop for defence etc

Identify physical features and human features within a local study and how they have changed over time.

Identify significant lines of longitude and latitude, Northern and Southern Hemisphere Arctic and Antarctic Circle

Locational Place Knowledge

Identify and describe the way in which physical and human processes can change the features of a locality eg erosion, buildings that alter the landscape.

Identify a range of simple physical processes, eg formation of rivers , mountains and volcanoes

Identify a range of simple human processes eg type of settlement and land use.

Identify simple geographical patterns, eg number and type of hotels and a seafront.

Human and Physical Geography

Use a range of sources of evidence to explain environmental issues

Provide factual evidence to support ways people can improve thier environment , ie fewer cars on the street = cleaner air/ less pollution

Justify reasons, thoughts and views with factual information

Sustainability



Year 4 Geography

Observe and record i.e. Identify buildings in street and complete a chart.

Respond to geographical questions

Plan a range of tasks to find out the answers to a question ie what type of land use is most common in the local area.

Communicate and present findings and statistical information in a range of different ways in different ways skills, maps and pictures, line graphs and pie charts.

Present reasoned conclusions when presenting my findings with reference to evidence collected or researched.

Use globes, maps, plans at a range of scales .
Follow a route on a map.

Use primary and secondary sources to find information about a range of localities , eg rainfall, amount of sunshine, for two different localities.

Geographical Enquiry and skills

Map a route to another location in the UK using 6 figure grid referencing

Create maps of the local environment using :
- 8 points of a compass
- Four and six digit grid references
- Symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world.

Use a range of equipment and maps to conduct fieldwork tasks. Communicate findings geographical terms. I.e land use, location etc.

Use world maps, atlases, globes and digital /computer mapping to locate and describe features studied.

Geographical Skills and Field work

Talk about and describe a range of cities and countries around the World.

Support reasons for the similarities and differences between they physical and human features of a range of locations with factual evi-

Identify physical and human features that have contributed towards the change and development of a locality

Explain about the way in which a physical location can determine the growth of a settlement or industry,

Identify the position of significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic circle,

Locational Knowledge

Identify an increasing range of physical processes eg climate zones , and biomes.

Identify an increasing range of human processes eg economic activity including trade links

Give simple explanations for the location of human and physical features within the locality

Recognise and describe a wide range of geographical patterns eg population size, hours of sunshine

Human and Physical Geography

Talk about and give reasons for own and others views about changes to the environment

Talk about and describe how people's actions can damage and improve the environment

Talk about and describe reasons for global environmental issues eg plastic in the ocean, greenhouse effect.

Place Knowledge



Year 5 Geography

Use a range of equipment and maps to conduct independent field work. Communicate findings using complex terminology eg erosion, delta, meander

Talk about and compare a wide range of locations around the World.

Set own challenging questions when investigating geographical features and issues

Locate places in Europe and beyond 8 points of a compass
-Four and six digit grid references
-Symbols and keys (including the use of OS maps) to build their knowledge of the UK in the past and present

Support reasons for physical and human features of a locations with factual evidence eg why large valleys can be found due to glacial erosion, why people settle in particular locations

Select appropriate sources of primary (data collected first-hand) and Secondary (data from books/ internet) information to support investigation

Plot a series of points along a route and use the scale to calculate an increasing range

Suggest ways in which a location might develop and change in the future, based on factual information . Eg the arrival of multinational business to Telford might change land use , create jobs, attract people to the area.

Analyse evidence and ensure that conclusions make accurate reference to the evidence presented

Create maps of the local environments and beyond using different scales and 6 -figure grid reference

Identify and describe links and relationships that connect localities both within and beyond the UK, coastal areas and the tropics, manufacturing

Select appropriate way to present statistical data information and findings, mean,

Use world maps, atlases, globes and digital /computer mapping (Google Earth) to locate countries and describe features studied.

Identify the position and location of significance of latitude, longitude, Equator, Greenwich Meridian linking with science, time zones, night and day.

Use atlases, globes, maps, plans at a range of scales . Follow a route on a map.

Develop decision making skills i.e. what measures needed to improve

Identify a range of physical processes eg vegetation belts and the water cycle

Recognise how conflicting demands on the environment may arise,

Identify a range of human processes distribution of natural resources including energy , food, minerals and water

Describe and compare approaches to managing environments , eg limiting tourists

Identify and describe in detail the impact of change on the lives of people in a given locality

Recognise that considerations of sustainable development affect the planning and management of environments and resources eg local councils consider impact of building on schools and shops etc

Compare and contrast an increasing Of geographical pattern eg voluntary and involuntary migration

Geographical Enquiry and skills

Geographical Skills and Field work

Locational Place

Human and Physical Geography

Sustainability



Year 6 Geography

Use Geographical Information Systems (GIS) to view, analyse and interpret places from data

Draw on own knowledge and understanding, **suggest relevant geographical questions** and issues and appropriate sequence of investigation

Use multiple sources of increasingly complex skills and sources of evidence and use effectively eg first hand, data in textbooks, data from website

Analyse evidence and present findings in a coherent way and reach conclusions that are consistent with evidence.

Select appropriate way to present statistical data information and findings, mean, mode, range, scatter graphs

Use atlases, globes, maps, plans at a range of scales. Follow a route on a map.

Geographical Enquiry and skills

Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field.

Locate places worldwide using six figure grid references
-Symbols and keys (including the use of OS maps)
Map a range of routes to worldwide locations and at least 8 points on a compass

Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

Identify the most direct, cost effective, shortest route between two points or locations

Create maps using appropriate scales and 6-figure grid referencing.

Geographical Skills and Field work

Extend and deepen locational knowledge and spatial awareness of the World's countries and environmental regions, polar, temperate, tropical and desert

Recognise and explain how physical and human processes interact to influence and change landscapes, environments and climate over

Describe the ways in which physical and human processes, operating at different scales create geographical patterns and lead to change in places eg redevelopment

Recognise the many links and relationships that make places dependant on each other, eg workforce in surrounding areas fill jobs for local businesses

Identify the position and location of significance of latitude, longitude line, Equator, Greenwich Meridian linking with science, time zones, night and day and difference from England to other places in the World

Locational Place

Understand the key processes in physical geography relating to geographical timescales and plate tectonics. Weather/ weathering climate and climate change, glaciation and coasts

Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources.

Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places. eg building a dam affects the amount of water further down the river.

Human and Physical Geography

Recognise how conflicting demands on the environment may arise,

Describe and compare approaches to managing environments, eg limiting tourists

Recognise that considerations of sustainable development affect the planning and management of environments and resources eg local councils consider impact of building on schools and shops etc

Sustainability