Progression of Skills in Geography at MPS

Intent

The intent of the geography curriculum is that our children will have a deep understanding of their local environment and the diverse surroundings in the wider world, with appreciation to human and physical characteristics.

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- Use local area and community to develop geographical skills and knowledge
- Encourage children to have respect and a sense of responsibility for their world

Implementation

The Geography programme of study provided by the National Curriculum has been broken down to ensure both progression and coverage across Key Stage 1 and 2. The subject leader will oversee the coverage of skills of geography across school. The subject leader will ensure to monitor, evaluate and review the teaching and learning. In order to do this, learning walks, book scrutinies and discussions with pupils will take place during the academic year.

The teaching, learning and sequencing of the curriculum follows:

- A geography progression of skills that is organised into four main themes: Geographic and skills fieldwork; locational knowledge; human and physical; and place knowledge for each year group
- Each theme will be taught either through topics including links to other areas of the curriculum, or as discrete units of work
- Fieldwork allowing pupils to explore their school and local area
- A teaching sequence that begins with a 'hook', builds knowledge and skills and concludes with a reflection (what have a learnt?)
- Use of maps, photographs and digital mapping such as Google Earth and Digimap.
- Use of relevant equipment- weather station, thermometers and other measurement tools.

Impact

- Opportunities for children to explore the outdoor learning environments, both within the school grounds and local community
- There will be a clear progression of skills across Key Stage 1 and 2 that builds on prior knowledge that can be demonstrated in books
- Our children will be confident geographers and be able to clearly discuss their learning from past and current topics, as well as explain their next steps
- Assessments in the form of summative, end of topic quizzes/ tests, pointed questioning and class discussions will be implemented to measure progress, as well as the marking of books
- Use of Geography curriculum grids will measure achievements as evidence above.

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Strand	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge	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.	Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from or have visited. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Name and locate the 4 countries of the UK Use maps and globes to locate the UK.	Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. Be able to identify the 4 countries and label the capital cities. Locate the continents on a paper map. Use maps and globes to locate the UK. Explain the purpose of a capital city and form opinions on how this affects population size. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK (Isle of Coll, Scotland) and of a small area in a contrasting non-European country (Tocauro, Mexico)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks. Build on prior knowledge of UK regions by using maps to locate countries of Europe. Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries Look at the main volcanoes of the world and their locations. How are volcanoes formed (not in great detail- some are in the sea)	Understand the difference between the Northern and Southern hemisphere Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries /continents in the Northern and Southern hemisphere. While studying St Lucia, maps, atlases, globes and digital /computer mapping (Google Earth) to locate the countries, mountain ranges, seas, capital cities of St Lucia Focus on St Lucia – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life there through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. Discuss how the rainforest may be linked to us e.g. trade. Locate other rainforests using Google earth and	Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate regions of Spain Use 4 figure grid references to read maps. Make connections between Spain and UK- Human and Physical (eg landuse, economic activity- Human, climate and landscape- Physical) Identify largest urban areas in Spain Compare a region of Spain (Barcelona) with UK In Science, when looking at night and day, look at the Prime/Greenwich Meridian and time zones. Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.	Use 6 figure grid references to identify countries and cities in the world. On a world map locate the main countries in Africa, Asia and Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Understand how these features may have changed over time. Identify main capital cities/oceans etc. Use maps to identify longitude and latitude. Understand the significance of Latitude and longitude. Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are:

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			Study pictures /videos of two differing localities, one in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Study pictures of the localities in the past and in the present and ask 'How has it changed?' Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.	Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn- impact on soil/environment/people and land use? Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this. Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.	maps, identifying patterns in their location. Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).	Ask questions e.g. what is this landscape like? What is life like there? Study photos / pictures/maps to make comparisons between locations. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Use maps to locate features of the UK e.g. rivers, mountains, large cities. Explain which are physical and which are human features. Label counties, cities, mountains and rivers. Name and locate the main rivers/mountains and cities in the world	Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map. Make comparisons between a biome and that of the UK. Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes. Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. Study of Eyam as a contrasting UK locality: (also see Fieldwork below) Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Look at how land use has changed over time. Study photographs and maps of Eyam. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?

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Human & Physical Geography	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Identify the human and physical features of the local area Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.	Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest. Identify the human and physical features of the two localities studied. Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Study of volcanoes – causes, effects etc. Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation. Study how human Geography has changed over time- settlements, growth and use (These can all be covered in one or two lessons of each history topic). Ask, research and explain the following questions: Why did the stone age civilization and other settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? Relate land use and trade to settlements.	Whilst studying history, Why did the Celts/ Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was the land like? How did they trade? How is that different today? Look at pictures and labelled diagrams of different historical settlements over time. Produce own pictures and labelled diagrams. Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Study maps- Celtic/ Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.	Rivers and the water cycle Natural disaster- flooding Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade. Research and discuss how water affects the environment, settlement, environmental change and sustainability. Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Reflect on the impact trade has on an area and generate ideas for cause and effect. Generate solutions and promote ethically sound trade.	Earthquakes/natural disasters – earthquakes, tsunamis Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Study photographs, aerial photographs and maps of Mickleover in the past and today Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study pictures of land use during these periods. Draw conclusions and develop informed reasons for the changes. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.

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Geographical Skills & Field work	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. Understand some important processes and changes in the natural world around them, including the seasons.	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 e.g. note taking, videoing, data collection, sketches, observations. Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.	Fieldwork to develop knowledge and understanding of the school and local area. Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the local area; use and construct basic symbols in a key. 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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops. Observe and record the features around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on Station Road roundabout compared to Vicarage Road. Children to make suggestions for the cause of the differences.	Understand the 8 compass points and use them to explain /identify points on a map. Use locational language to describe the location of points on a map of the school/local area. Fieldwork project (weather) Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. Make an aerial plan/map of the school, drawing round different sized blocks.	Children begin to experiment with and understand 4 figure grid references on maps. Design questions and studies to conduct in the local area. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Make own plan view drawings and use keys and sketch maps. Look at the similarities and differences between maps and aerial photographs- what are the advantages / disadvantages of both?	When studying rivers, look at photographs of the Derwent and local canals. Talk about its uses in industry- transport and for power that this used to be. Children to make field notes/ observational notes about the land there to be discussed when talking about the features of rivers. Look at the land use around the river now and compare this to how it would have been during past times. Look for evidence of past river use by visiting the location? Make field notes/ observational notes about land features. Take photographs to support findings e.g showing different transport used in the area today which would not have been used in the past Study pictures of the river in the past and compare and contrast. Select a method to present the	Fieldwork/traffic study- compare to Eyam: Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions e.g. how is traffic controlled? What are the main problems? Undertake a street/ noise survey of the local road/ high street Undertake a general survey of the local road/ high street: Form and develop opinions e.g. Do the pupils like/ dislike the road/ street Compare road with another busier/ quieter street/ road Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?

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		Look at a simple map of the local area and identify the things they know and have seen. Make a simple map. Create an aerial map of the school/local area as a class by using different sized blocks.	Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.			differences in transport in the area today.	With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take. Report on the effects of environmental change on themselves and others.