



## Progression of Skills in Geography

At Barrington, it is our aim to ensure the teaching of geographical knowledge, concepts and skills are part of a broad and balanced curriculum. As part of the programme children are taught to describe and understand key vocabulary relating to physical and human geography, with opportunities to use this knowledge in the local Cambridgeshire context. With increasing independence they then begin to apply this through investigating maps and a range of problem-solving skills both inside and outside the classroom. This development is then further complimented by the learning about their own locality, where children are taught about the processes around its environment and sustainable development, whilst encouraged to formulate their own questions and evaluate material to inform their opinions. This knowledge is further extended by studying contrasting localities in Britain, Europe and the World, not only giving them a focus of understanding about how human and physical processes shape places, but encouraging a deeper respect for other people’s beliefs, attitudes and values. The study of geography will lead our children to be curious about and interested in their world and the impact navigation orientation map work skill.

INTENT							
	EYFS	Year 1/2		Year 3/4		Year 5/6	
<b>Knowledge</b>	<p>Pupils should be taught about: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environments and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Pupils should be taught about: 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 about: 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>			
<b>Skills</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Looks closely at similarities, differences, patterns and change.</p>	Name and locate the world’s seven continents and five oceans	<p>Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	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	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)
<b>Place Knowledge</b>	Looks closely at similarities, differences, patterns and change.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <b>and of a small area in a contrasting non-European country</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	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	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 within North or South America	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 within North or South America

<b>Human and Physical Geography</b>	They know about similarities and differences between themselves and others, and among families, communities and traditions.	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: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Describe and understand key aspects of: 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	Describe and understand key aspects of: 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
<b>Geographical skills and fieldwork</b>		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  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	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and 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.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use the eight points of a compass, four and six-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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  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	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
<b>IMPLEMENTATION</b>							
<b>Vocabulary</b>		North, South, Pole, Equator, map, atlas, globe, country, continent, ocean	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop, human/physical features	Human/physical, region, environment	Topographical, land use, hills, mountains, coasts, rivers, climate zones, biomes and vegetation belts, compass, Ordnance survey ma, Ordnance survey map	Topographical, land use, hills, mountains, coasts, rivers, settlement, economic, distribution, natural resources, fieldwork	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones
<b>IMPACT</b>							
<b>Assessment opportunities</b>	Identify features of local area	Village walk to identify human/physical features	Locate countries and capital cities in UK and in a variety of countries in Europe, with other countries of significance to the children.  Using an atlas or map to identify and compare physical and human features	Label countries and seas on a map  Local walk to identify human/physical features	Compare two areas in the UK, looking at physical and human features  Label physical features independently	Modroc models Dioramas	Quiz