Curriculum Skills and Progression Map
Geography

Downland Village Schools Federation

Geography - Age Related Statutory Coverage		
EYFS	**Key Stage One Learning**	**Key Stage Two**
Understanding the World **People, Culture and Communities** **ELG:** Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	**Locational knowledge** 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 **Place knowledge** 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 **Human and physical geography** Identify seasonal and daily weather patterns in the UK 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 • key human features **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and simple directional language 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	**Locational knowledge** Locate the world's countries, using maps to focus on Europe 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 UK, geographical regions and 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, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones **Place knowledge** 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 **Human and physical geography** Describe and understand key aspects of: • Physical geography: climate zones, biomes and vegetation belts, • rivers, mountains, volcanoes and earthquakes, and the water cycle

	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. (See Appendix 1 for LTP for Cycle A & B).	• Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /key Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (See Appendix 1 for LTP for Cycle A & B).

GEOGRAPHY: VOCABULARY MAP		
EYFS	**KEY STAGE ONE**	**KEY STAGE TWO**
• Environment • Place • Feature • World • City • Map • Weather • Compare • Similar • Different	**Locational knowledge:** Africa, Antarctica, Asia, Australia, Europe, North America & South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean & Arctic Ocean. **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human features:** city, map, town, village, factory, farm, house, office, port, harbour and shop Please note that each unit covered will have topic specific vocabulary (see appendix 2)	General vocabulary: • County • Country • Continent • Map • Location • City • Town • Distance • Biome • Time zone • Landform • Rural • Urban • Please note that each unit covered will have topic specific vocabulary (see appendix 2)

GEOGRAPHY: INQUIRY/DEEPER THINKING BIG QUESTIONS		
EYFS	**KEY STAGE 1**	**KEY STAGE 2**
• Geography is covered throughout the year through weekly themes taken from the interests of the children. Weekly enhanced provision is planned to ensure the children have the opportunity to explore geographical skills independently throughout the week.	• Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme.	• Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme.

Throughout this section 2 colours will be used to indicate the cycle which the skills will be taught in. Red represents Cycle A (2020/21) and Blue represents Cycle B (2021/22). If no colour is present, it indicates that these skills will be taught in **both cycles**.

Skills Map – Geography		
Early Years	**Year 1 & Year 2**	
Expected Standard		
• Can they make observations about their local environment? • Can they talk about the features of their immediate environment? **PHICAL STUDY and FIELD WORK** • Explore the use of a weather map. • **MAPS** • Explore the use of a map. • Identify what a map is. • Draw simple maps of their immediate environment.	• Can they explain where they live and describe some of the physical features? • Can identify what they like and don't like about their locality and give reasons why? • Can they answer some questions using different geographical resources? **PHICAL STUDY and FIELD WORK** • Show interest in what they see in field work • Record what they have seen, in simple ways • Remember and talk about what was seen • Use a digital camera to record what they see • Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart • **MAPS** Use simple blocked maps and plans • Make simple plans and talk about them • Mark the location of the school on a simple local map • Identify where they have been on holiday, using a map	• Can they label a diagram or photograph using some geographical vocabulary? • Can they describe a locality? • Can they identify key features of a locality by using a map? **PHICAL STUDY and FIELD WORK** • Ask simple geographical questions • Take and use digital photographs • Make detailed sketches whilst on field work and/or draw labelled diagrams • Discuss changes in weather and seasons from a chart • Use tally charts and simple tables to collect information **MAPS** • Identify features on a map • Know the main aspects of the British Isles using maps • Draw simple maps and plans, sometimes with keys • Mark some locations on a map of UK – our town, our school visit, my holiday • Identify the main regions of the world – continents, equator, tropics • Begin to use concepts of N S E W

KNOWLEDGE AND UNDERSTANDING • Make comparisons between familiar places.	**KNOWLEDGE AND UNDERSTANDING** • Describe places using their characteristics and simple vocabulary – e.g. house, street, wood • Make lists of places with similar characteristics – e.g. the seaside, towns • Talk about places seen in books, videos, internet • Describe different types of buildings • Understand the concept of close and far away	**KNOWLEDGE AND UNDERSTANDING** • Recognise characteristic physical and human features of places - built up, noisy, busy … • Identify parts of some physical features – e.g. coast • Understand similarities and differences in places • Use aerial photographs to identify land use and other geographical features • Know that places are linked by paths or roads • Express views about local area and environment • Use vocabulary of size to classify – village town, city etc
Greater Depth		
• Can they explain the impact that their activity has on the local environment? • Can they describe some actions which they can do to help maintain the area they live in?	• Can they ask relevant geographical questions using a range of sources provided? • Can they show empathy towards a geographical event or issue and explain the impact on people or place?	• Can they use a range of geographical evidence to make predictions? • Can they make comparisons between people and places and explain their reasons?

Skills Map - Geography			
Year 3 & Year 4		Year 5 & Year 6	
EXPECTED STANDARD			
• Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they use and compare two maps explaining the purpose of each?	• Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they identify different views around a geographical issue and state their own view? • Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure	• Can they identify the links between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion?	• Can they explain the links between human and physical geographical processes and how these may affect the future? • Can they explain a range of geographical processes and the effects on people and places? • Can they make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph) • Can they present their research through self- selected representations? E.g. reports, leaflets, drama, art, multimedia.
GEOGRAPHICAL STUDY and FIELD WORK • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, books & Google Earth • Suggest own ways of presenting information, including graphically and in writing	**GEOGRAPHICAL STUDY and FIELD WORK** • Draw on own knowledge and understanding when setting up a field work investigation • Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information • Test conclusions for accuracy • Make a database to record information	**GEOGRAPHICAL STUDY and FIELD WORK** • Suggest suitable questions for a field work study • Rank information found into order of importance • Come to accurate conclusions, using information • Make careful measurements - e.g. rainfall, noise level, distance • Collect statistics about people and places • Begin to use a range of graphs, including pie charts	**GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data - using similarity and difference • Speculate and hypothesise about what is found • Suggest plausible conclusions, and back up with evidence

MAPS • Draw maps of local places, including sketches from field work • Use and draw maps with a simple key • Use maps with simple grid references • Work out routes on maps and plans • Find longest and shortest routes using maps • Plan routes using 4 points of the compass **KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country. • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment • Understand how weather changes an environment • Know the difference between weather and climate • Suggest ways towards a reduction in climate change	**MAPS** • Read and use the symbols on an OS map • Use four figure grid references to locate points on a map • Identify time differences around the world • Plan a route and work out distance using map scales • Use contents and index pages of an atlas **KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country. • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Understand links between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place	**MAPS** • Work out a journey time, using their knowledge of time zones • Use and understand simple scale • Compare information from atlases with that from a globe • Use atlases or maps which show physical and human features • Use 8 compass points **KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America • Begin to understand geographical pattern – e.g. industry by a river • Describe and begin to explain patterns and physical and human changes • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint	**MAPS** • Use 6 figure grid references • Can use a compass to follow a route • confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) **KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both human and physical geography • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints • Identify the parts of a river, and land use around and how these can change people's lives

Greater Depth			
• Can they make geographical inferences through a variety of geographical sources? Can they • make links using prior knowledge and ask and answer geographical questions?	• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? Can they identify geographical • patterns and make connections?	• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?	• Can they collect statistics about people and places from field work or research and analyse data looking for trends? Can they interpret other • people's arguments for change, analysing various sources?

Geographical Sources of Evidence
• Photographs including aerial photographs • Atlases and globes • Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps • Google Maps and Google Earth • Infographics • Gazetteers (Geographical dictionary which contains information about locations and statistics) • Audio recordings • Video recordings • Films • Published books, newspapers and magazine clippings • Letters • Visitors and interviews Field work objects e.g. weather vane, barometer

Appendix 1:

LONG TERM PLAN – GEOGRAPHY – Cycle A (2020/21)

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Wrens Reception	In the EYFS the children learn about their environment and surroundings in blocks led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey.					
Starlings KS1	**Good to be me** Where have you been on holiday? Can you find it on a map/globe? Use maps, atlases, locational language.	**Toys and games** Toys from around the world. compare where toys have originated from by using maps and understanding similarities and differences (human and physical) by comparing UK to a non-European country. Use maps, atlases, locational language.	**Walk on the Wildside** **Local area and fieldwork** - observe and describe local area, find significant places on the map, identify main features and symbols of a map, use compass directions NESW, compare local area to different places, use fieldwork skills, plan a route on a simple local map	**The Magic of Seeds**	**On The Farm** **7 Continents and 5 Oceans of the World** – Name and locate the world's continents and oceans on the map and the globe, locate hot and cold areas of the world, use and follow simple compass directions, make comparisons between features of different places, name some countries located on each continent	**Real Superheros**
Kingfishers LKS2	**Charlie and the Chocolate Factory** South America, the journey of cocoa, the impact of farming		**Lights, Camera, Action!** Hollywood		**Anglo-Saxons and Vikings** British Isles and surrounding areas	

Red Kites UKS2			Geography – Mountains, Volcanoes and Earthquakes		

LONG TERM PLAN – GEOGRAPHY – Cycle B (2021/22)

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Wrens Reception	In the EYFS the children learn about their environment and surroundings in blocks led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey.					
Starlings KS1	**Enchanting Islands** Seasides in the UK – locate our nearest seaside on a map, classify natural and manmade features of places, explain differences between an island and mainland, use locational and directional language and identify range of map symbols, visit to a seaside to carry out fieldwork and make observations, make comparisons	**Fire! Fire!** **London** – capital city of England, identify north and south of the river Thames, compare to our location	**Zoom to the moon!** Space	**Marvelous Materials** Local area and fieldwork (as is Spring 1 Cycle A – Covid 19 lockdown catch-up)	**Castles and dragons** The UK, capital cities	**A Taste of India** India
Kingfishers LKS2	History unit		**Rainforests** World-wide geography, climates and zones		**We Will Rock You** rivers and mountains	

Red Kites UKS2	History unit	Science/Geography – study of climate, recycling, environment, Fairtrade, distribution of resources.	Geography – UK and European mapwork and study of holiday destinations – UK, EUROPE AND WORLD

Appendix 2:

Vocabulary linked with Geography units can be found below:

KS1:

Toys and Games
Maps, atlases, similarities, differences, time of parents'/grandparents' childhood, old, new, recent

Walk on the Wildside
Local area, school, home, address, compass, directions, position, NSEW, plan, observe, aerial view, key

On the Farm
World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere. Globe, population, country, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats

Enchanting Islands

Fire! Fire!
Capital city, London, River Thames, NSEW, population, densely populated, city, town, village

Castles and Dragons
The UK, capital cities

A Teste of India
India -

KS2:

The chocolate factory
Food miles, compare, contrast, similarities, location, human, physical.

Lights camera action/ Early Islamic civilization
Human, physical, compare, contrast, locate, similarities, differences.

Anglo-Saxons and Vikings
Settlement, settler, site, need, land use, industrial, housing, business, shelter, food, defence, water, fuel, materials, survive, invader, agriculture, transport, village, town, city

Rainforests
Canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperature, extinction, destruction, biodiversity, climate

We will Rock You
Rivers and mountains

Extreme Earth
Eruption, aftershock, tsunami, magma, lava, dormant, fault, magnitude, landslide, tectonic plates, coldest, hottest, driest, wettest, cyclone, typhoon, hurricane, tsunami, Richter Scale

Keen to be green
Ozone layer, climate, climate change, rain, storm, flooding, flood plan, tributaries, River flow, classification climate, location

Water worlds:
Estuary, mouth, source, meander, waterfall. Erosion, tributary, ox bow lake, delta, stream