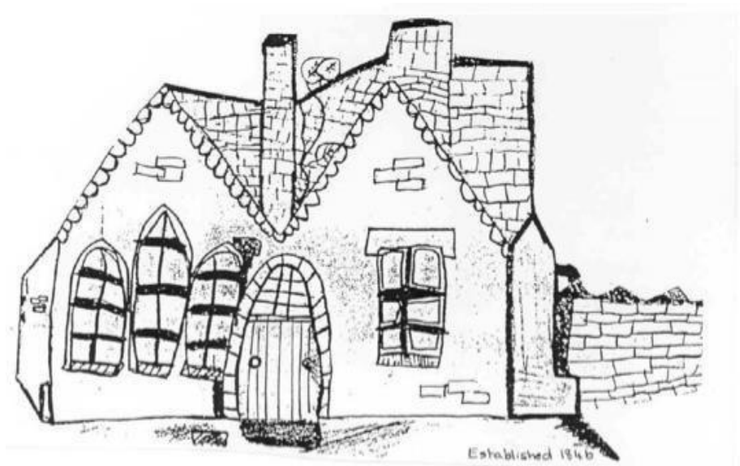
Quinton Church Primary School



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Geography
Progression of skills map

Flourishing Together

At Quinton Church Primary School, we believe that to ***Flourish*** is to become the best version of ourselves in body, mind and spirit (John 10:10. It means being loved and recognised for who we are, uniquely made in the image of God (Psalm 139:13-14).

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish (1 John 4:19).

At Quinton, our culture is to: ***Be kind, be fair and be thankful*** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of ***Belonging, Love, Justice, Forgiveness, Peace*** *and* ***Hope***.

Our curriculum is driven by our Christian Vision, Culture and values, and the diversity of our local, national and global community.

Flourishing Together

PROGRESSION of SKILLS MAP – GEOGRAPHY at Quinton Church Primary School

National Curriculum Aims:	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational Knowledge	**UNDERSTANDING THE WORLD** **ELG: The Natural World** **Children at the expected level of development will:** - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 and changing states of matter.	• 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		• 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).			
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.		• 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		• 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 **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.			
Geographical Skills and Fieldwork		• 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 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.			

Further depth into each area of study and skills for each year group.

	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	**<u>UNDERSTANDING THE WORLD</u>** **ELG: The Natural World** **Children at the expected level of development will:** - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 and changing states of matter	Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Express own views about a place, people and environment. Draw and label pictures to show how places are different.	Use maps and globes to locate the UK. Explain the purpose of a capital city and form opinions on how this affects population size. Study pictures/videos of two differing localities, one in the UK and one in a contrasting on 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.	Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. 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. Critically study photographs – do they think these were taken close to the Equator or further away. Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Identify main trade and economy in Sicily and compare to region of the UK. Look at settlements, particularly in relation to the	Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Use and explain the term 'climate zone'. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Children to ask questions about global warming. 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. Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest 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 maps,	Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references. Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations. Identify and explain different views of people including themselves. Use maps to locate features of the UK e.g. rivers, mountains, large cities. Explain and defend which are physical and which are human features. Study photographs and maps of 3 different locations in the UK. 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?	Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Understand how these features may have changed over time. 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. Locate the major cities of the world and draw conclusions as to their similarities and differences. Use maps to identify longitude and latitude. Study maps of the USA to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.

				volcanoes – what conclusions can be drawn? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.	identifying patterns in their location. Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions. Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences. Select items required to survive in Antarctic conditions. Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet. Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions. Design interesting and relevant studies that may be carried out in Antarctica. Compare life in Antarctica with life in the UK. Chn present their views in a variety of ways (diary, report etc) on what the think life in Antarctica is like. Read real accounts and compare. Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. Identify and mark on a map the different countries of South America.		

					Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to make connections between South America and the UK. Locate the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. 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).		

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge		Locate the continents on a paper map. Locate Australia on a map.	Be able to identify the 4 countries and label the capital cities.	Build on prior knowledge of UK regions by using maps to locate countries of Europe. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.	Identify the different hemispheres on a map. Locate and label different countries/continents in the Northern and Southern hemisphere. Identify the different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. 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 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes.	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. Label counties, cities, mountains and rivers.	

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography		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. Be able to verbalise and write about similarities and differences between the features of the two localities. 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.	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. 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.	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. Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the 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 Celtic and Roman Merton like? How did they trade? How is that different today? Relate land use and trade to settlements.	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 of Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed	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. Undertake surveys. Conduct investigations. Classify buildings. Use recognised symbols to mark out local areas of interest on own maps. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.	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 Morden pre war, post war and present day. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps. Research and present Britain's export trade. Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork		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. 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	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. 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 a roundabout compared to a school road. Children to make suggestions for the cause of the differences. 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.	Use locational language to describe the location of points on a map of the school/local area. e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are. Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement. 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 (moved on from year 1 collective aerial planning using blocks).	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. Undertake surveys. Conduct investigations. Classify buildings. Use recognised symbols to mark out local areas of interest on own maps. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.	Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. Visit a river, locate and explain the features. Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times. Study pictures of the river in Victorian times and compare and contrast. Select a method to present the differences in transport in the area today. Record measurement of river width/depth.	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? 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. Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. Select methods for collecting, presenting and analysing data. Analyse evidence and draw conclusions. Be aware of own responsibility in the world