

# Skills Progression for Geography Overview

## National Curriculum:

### Purpose of study

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.

### Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

## Pupils should be taught:

### Locational knowledge

- 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 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, 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 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.

**Identify** – establish what something is; brief and specific

**Compare** – examine and look for differences

**Describe** – stating what is seen and often linked to a source

**Explain** – give reasons to justify

**Evaluate** – give reasons for both sides of an argument

# Skills Progression for Geography Overview

	<u>Year 3</u> Map skills Villages, Towns and Cities Mountains, Volcanoes and Earthquakes	<u>Year 4</u> Food and Farming Migration Water, Weather and Climate	<u>Year 5</u> Energy and Sustainability Slums (Europe) Rivers	<u>Year 6</u> Local Fieldwork Biomes Globalisation
Geographical skills and Fieldwork	<b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b>			
	<ul style="list-style-type: none"> <li>With support, begin to use maps, atlases, globes and digital/computer mapping to locate countries and describe features of their local area and wider world.</li> <li>Use the varying maps to look, label and evaluate locational features for the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>With support, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied using key symbols</li> <li>Use the varying maps to look, label, compare and evaluate locational features for the UK and wider world.</li> <li>Use weather maps and symbols to describe weather changes for local area and United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied using key symbols</li> <li>Use the varying maps to look, label, compare and evaluate locational features for the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Accurately use the varying maps to look, label, compare and evaluate locational features for the UK and wider world.</li> </ul>
	<b>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</b>			
	<ul style="list-style-type: none"> <li>Begin to use map (including OS) symbols in a key to describe features and routes on a map of their local area, the United Kingdom and the wider world, as well as design and create their own map.</li> <li>Start to investigate places and environments independently by asking and responding to geographical questions, making observations and using a range of sources</li> <li>Use their skills of existing maps to draw a map of a short route from knowledge and journeys</li> <li>Use the four points of a compass and four figure grid references to describe routes on a map.</li> <li>Use OS maps, with support, to navigate their surroundings during a local area visit</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the skill of using map (including OS) symbols in a key to describe features and routes on a map of their local area, the United Kingdom and the wider world.</li> <li>Use the four points of a compass and four figure grid references to describe key features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use map (including OS) symbols in a key to describe features and routes on a map of their local area, the United Kingdom and the wider world.</li> <li>Use a scale to measure distances</li> <li>Use the eight points of a compass, 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. Specific link to river trip and using maps to determine surroundings before their trip and during.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately use map (including OS) symbols in a key to describe features and routes on a map of their local area, the United Kingdom and the wider world.</li> <li>Use a scale to measure distances</li> <li>Use the eight points of a compass, 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.</li> </ul>
<b>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>				

	<p>With support, use fieldwork skills to undertake a study of the local area and Use fieldwork to observe, measure, record and present the human and physical features in the local area using the following range of methods:</p> <ul style="list-style-type: none"> <li>- sketch maps</li> <li>- plans</li> <li>- graphs</li> <li>- Digital technologies.</li> </ul> <p>Teacher led question and child led conclusion, observations to spot patterns, measurements and recordings using simple graphs.</p>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using the following range of methods whilst beginning to form conclusions: <ul style="list-style-type: none"> <li>- sketch maps</li> <li>- plans</li> <li>- graphs</li> <li>- Digital technologies.</li> </ul> </li> <li>• Teacher led question and child led conclusion, observations to spot patterns, measurements and recordings using a variety of graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using the following range of methods whilst forming clear conclusions using evidence: <ul style="list-style-type: none"> <li>- sketch maps</li> <li>- plans</li> <li>- graphs</li> <li>- Digital technologies.</li> </ul> </li> <li>• Child led question and conclusion, observations to spot patterns, measurements and recordings using a variety of media and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using the following range of methods whilst forming clear and detailed conclusions using evidence: <ul style="list-style-type: none"> <li>- sketch maps</li> <li>- plans</li> <li>- graphs</li> <li>- Digital technologies.</li> </ul> </li> <li>• Child led question, enquiry and conclusion, observations to spot patterns, measurements and recordings using a variety of media and graphs</li> </ul>
Identify	<p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>- Areas of the UK and wider world</li> <li>- The 7 continents and 5 oceans</li> <li>- Man-made and physical landmarks</li> <li>- Familiar map symbols</li> </ul> <p><b>Villages, Town and Cities</b></p> <ul style="list-style-type: none"> <li>- Where people live around the globe</li> <li>- The difference between a village, city and town</li> <li>- Key features of a village, town or city</li> </ul> <p><b>Mountains, Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>- Different layers of the Earth</li> <li>- Tectonic plates</li> <li>- Places of relevance and in the news</li> <li>- Where mountains, volcanoes and earthquakes are likely to occur</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>- A Syrian refugee's journey</li> <li>- Countries and seas that a migrant may pass over/through</li> <li>- Reasons why people may migrate</li> <li>- Places of relevance and in the news</li> </ul> <p><b>Water Cycle</b></p> <ul style="list-style-type: none"> <li>- Different weather symbols</li> <li>- The different parts of the water cycle</li> <li>- Weather on different days</li> </ul> <p><b>Food and Farming</b></p> <ul style="list-style-type: none"> <li>- Different types of farming</li> <li>- Changes to farming over time</li> <li>- Where specific farms are located</li> <li>- Different farming techniques in the UK and around the world</li> <li>- The best location to grow fruit and vegetables in our school grounds</li> </ul>	<p><b>Energy and Sustainability</b></p> <ul style="list-style-type: none"> <li>- Non-renewable and renewable resources</li> <li>- What a city is and how they are populated</li> <li>- The disadvantages for plastic use</li> <li>- Countries that use a high percentage of fossil fuels</li> <li>- Impact renewable energy resources have on the environment</li> <li>- Human and physical geography links to sustainability</li> </ul> <p><b>Slums</b></p> <ul style="list-style-type: none"> <li>- What a slum looks like</li> <li>- Where slums are located in the world and within countries</li> <li>- Reasons why people live in slums</li> <li>- Problems with living in a slum</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>- World's rivers location</li> <li>- Map signage for rivers for different types of maps</li> <li>- Local rivers and their journey (Selbourne)</li> <li>- Different parts of a river</li> <li>- What landforms rivers can create</li> <li>- The impact of flooding</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- What fieldwork is and the importance</li> <li>- Geographical concepts</li> <li>- Different types of maps (world and local)</li> <li>- How land is used locally</li> <li>- Effective uses of land</li> </ul> <p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>- Earth's major biomes</li> <li>- Features of different biomes</li> <li>- Environmental factors can impact biomes and ecosystems</li> <li>- World's largest biome</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>- The features of globalisation</li> <li>- How the world communicates</li> <li>- Importance of trade</li> <li>- Prevalent companies associated with globalisation</li> </ul>

<b>Compare</b>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>- Man-made and physical landmarks</li> <li>- Similarities and differences of different areas</li> <li>- Areas of the UK to the local area</li> <li>- Different map symbols and their purpose</li> </ul> <p><b>Villages, Town and Cities</b></p> <ul style="list-style-type: none"> <li>- Different settlements and their shapes</li> <li>- Different features of a village, town and city</li> </ul> <p><b>Mountains, Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>- Different layers of the Earth</li> <li>- Shield volcanoes vs stratovolcanoes</li> <li>- Impact of different famous Earthquakes</li> <li>- Where mountains, volcanoes and earthquakes are likely to occur</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>- Where migrants go</li> <li>- Multinational foods</li> <li>- How migrants vary</li> <li>- Cultural differences of different migrants</li> </ul> <p><b>Water Cycle</b></p> <ul style="list-style-type: none"> <li>- The seasons in the northern and southern hemisphere</li> <li>- Different weather symbols</li> <li>- Difference between weather and climate</li> </ul> <p><b>Food and Farming</b></p> <ul style="list-style-type: none"> <li>- Arable and Pastoral farming</li> <li>- Topographical maps of farming land historically and now</li> <li>- New and old farming techniques</li> <li>- Variety of produce globally and why our seasonality chart changes through the year</li> </ul>	<p><b>Energy and Sustainability</b></p> <ul style="list-style-type: none"> <li>- Non-renewable and renewable resources</li> <li>- Different sustainable processes</li> <li>- Curitiba (Brazil) and Freiburg (Germany) with the UK and their sustainable processes</li> <li>- Countries with low fossil fuels usage (Iceland, Estonia)</li> </ul> <p><b>Slums</b></p> <ul style="list-style-type: none"> <li>- Our lives to the life of a child in a slum (Rochina- Brazil)</li> <li>- Five basic living characteristics between 2 locations</li> <li>- Rate of urbanisation in different areas of a country (population)</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>- Location of famous rivers (Amazon, Volga, Thames, Nile)</li> <li>- Different types of erosion</li> <li>- Landforms and their shapes/locations</li> <li>- Different rivers around the world</li> <li>- Different types of flooding and the issues caused</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Different styled maps and their importance/use</li> <li>- Data collected on local trip</li> <li>- Urban and more rural areas on local trip</li> </ul> <p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>- Different biomes and ecosystems</li> <li>- Factors impacting biomes and ecosystems</li> <li>- Climate</li> <li>- Flora and Fauna in different biomes</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>- Different trades from different countries</li> <li>- Ways of communication across the globe historically and currently</li> <li>- Trade in the UK with other countries</li> <li>- Fashion brands and food brands linked to globalisation</li> </ul>
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<b>Describe</b>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>- Locations using the following positional vocabulary: Equator, Northern hemisphere, Southern Hemisphere, Longitude and latitude</li> <li>- Locations using the following directional vocabulary: North, Northeast, East, Southeast, South, Southwest, West, Northwest</li> <li>- OS symbols used and why</li> <li>- Preference to HWJS or another primary school setting in the UK</li> <li>- Features and routes on a map</li> <li>- The directions and routes on a detailed map</li> </ul> <p><b>Villages, Town and Cities</b></p> <ul style="list-style-type: none"> <li>- Different types of settlements and their features</li> <li>- Features of a megacity</li> </ul> <p><b>Mountains, Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>- Features of an Earthquake</li> <li>- How a volcanoes erupts</li> <li>- What happens when tectonic plates collide</li> <li>- The features of the different layers of the Earth</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>- Locations using the following positional vocabulary: Equator, Northern hemisphere, Southern Hemisphere, Longitude and latitude</li> <li>- Locations using the following directional vocabulary: North, Northeast, East, Southeast, South, Southwest, West, Northwest</li> <li>- What migration is</li> <li>- Economic migration</li> <li>- Push and pull factors</li> </ul> <p><b>Water Cycle</b></p> <ul style="list-style-type: none"> <li>- How the water cycle works</li> <li>- The weather using weather symbols and weather specific vocabulary</li> </ul> <p><b>Food and Farming</b></p> <ul style="list-style-type: none"> <li>- What location is best for what types of farms</li> <li>- How food travels from different countries to the UK</li> <li>- What food miles are</li> <li>- The process of how we get food on our plate</li> </ul>	<p><b>Energy and Sustainability</b></p> <ul style="list-style-type: none"> <li>- What sustainability is</li> <li>- Uses of renewable energy</li> <li>- Sustainable processes in different cities/countries</li> <li>- Advantages and disadvantages of fossil fuels</li> </ul> <p><b>Slums</b></p> <ul style="list-style-type: none"> <li>- 5 basic living conditions</li> <li>- A slum's characteristics</li> <li>- Where slums are located</li> <li>- The life on an individual living in a slum</li> <li>- Describe locations using the following directional vocabulary: North, Northeast, East, Southeast, South, Southwest, West, Northwest</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>- Where the world's river are located</li> <li>- Journey of a river</li> <li>- Different types of erosion</li> <li>- How flowing water impacts surrounding land</li> <li>- How ox-bow lakes are formed</li> <li>- Importance of the location of a river and the surroundings</li> <li>- Describe locations using the following positional and directional vocabulary</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- What fieldwork is</li> <li>- A route taken/planned on different maps</li> <li>- Importance of symbols/keys</li> <li>- Describe locations using positional and directional vocabulary</li> </ul> <p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>- Describe locations of different biomes using positional and directional vocabulary</li> <li>- Features of different biomes and ecosystems</li> <li>- Characteristics of a savannah and tundra</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>- Initial ideas regarding globalisation</li> <li>- Advantages and disadvantages of globalisation</li> <li>- Describe locations that are involved in trade, fashion and food using positional and directional vocabulary</li> </ul>
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<b>Explain</b>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>- Why maps use symbols and why they are important</li> <li>- Why landmarks are important</li> <li>- Using positional and directional vocabulary where key locations are in the UK</li> </ul> <p><b>Villages, Town and Cities</b></p> <ul style="list-style-type: none"> <li>- How land is used within cities</li> <li>- The benefits to living in a nucleated, isolated, dispersed or linear settlement and why different people may have different opinions</li> </ul> <p><b>Mountains, Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>- How Earthquakes occur</li> <li>- Different types of famous Earthquakes</li> <li>- How tectonic plates colliding cause mountains, volcanoes and earthquakes</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>- What a migrant is</li> <li>- How migrants can vary</li> <li>- Positive and negative impacts of migrants on the UK</li> <li>- What the United Nations is</li> <li>- Economic Migration</li> <li>- Why people migrate</li> </ul> <p><b>Water Cycle</b></p> <ul style="list-style-type: none"> <li>- Why and how it rains</li> <li>- Why the UK has wild weather</li> <li>- How physical geography affects precipitation</li> </ul> <p><b>Food and Farming</b></p> <ul style="list-style-type: none"> <li>- The impact on new technology on farming and environmentally</li> <li>- Why food miles matter</li> <li>- The benefits of eating and growing local food</li> </ul>	<p><b>Energy and Sustainability</b></p> <ul style="list-style-type: none"> <li>- Why sustainability is important for the world's future</li> <li>- Why plastic bags are not sustainable</li> <li>- How renewable resources benefit</li> <li>- Ways to achieve energy sustainability</li> </ul> <p><b>Slums</b></p> <ul style="list-style-type: none"> <li>- Why individuals live in slums</li> <li>- Similarities and differences between our lives and lives of those living in slums</li> <li>- Difficulties within slums</li> <li>- How life in slums can be improved</li> <li>- How crime could be lowered in slums</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>- How rivers shape the land through different erosion processes</li> <li>- The journey of a river</li> <li>- How ox-bow lakes are formed</li> <li>- Why rivers are important to people</li> <li>- The problems caused by flooding</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Importance of different maps</li> <li>- How land is used locally</li> <li>- Different uses of land and their importance</li> <li>- Data collected on local trip</li> <li>- Features of the world's largest biome</li> </ul> <p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>- Factors that affect an ecosystem</li> <li>- How biomes are threatened by climate change</li> <li>- What is special about a particular biome</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>- Globalisations impact on trade as advantages and disadvantages</li> <li>- Express their opinion and explain and understand why different people may have different opinions</li> <li>- Areas of the world that globalisation impacts the most</li> </ul>
<b>Evaluate</b>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>- Key areas of the UK and their local area</li> <li>- Importance of different map symbols to aid understanding</li> </ul> <p><b>Villages, Town and Cities</b></p> <ul style="list-style-type: none"> <li>- What affects where people live</li> <li>- How land is used effectively</li> <li>- Appropriate times to use: photos, aerial images, satellite pictures, google maps</li> </ul> <p><b>Mountains, Volcanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>- How the eruption of two separate famous earthquake eruptions affected people</li> <li>- Appropriate times to use: photos, aerial images, satellite pictures, google maps, books, graphs, diagrams, YouTube, Newsround and newspapers.</li> </ul>	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>- Push and Pull factors</li> <li>- How migration affects people and places</li> <li>- Where migrants go in the world</li> <li>- Advantages and disadvantages of migrating to the UK</li> <li>- Life of a refugee</li> </ul> <p><b>Water Cycle</b></p> <ul style="list-style-type: none"> <li>- Why the world's weather is changing</li> </ul> <p><b>Food and Farming</b></p> <ul style="list-style-type: none"> <li>- The best place on the school grounds to grow an allotment</li> <li>- How effective the school kitchen is at providing local produce</li> </ul>	<p><b>Energy and Sustainability</b></p> <ul style="list-style-type: none"> <li>- Sustainability of Curitiba (Brazil), Freiburg (Germany) and the UK</li> <li>- Importance of renewable energy resources</li> <li>- Why sustainability is important for the world's future</li> </ul> <p><b>Slums</b></p> <ul style="list-style-type: none"> <li>- How life in slums could be improved</li> <li>- How crime in slums could be lowered</li> <li>- Advantages and disadvantages of slums</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>- Appropriate map to use/create when planning for trip to Selbourne</li> <li>- Importance of rivers for people and the country</li> <li>- What happens when rivers flood</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- How the local environment could be improved using data from local trip</li> <li>- The importance of field sketches and surveys</li> <li>- Different types of maps and their importance</li> <li>- Appropriate time to use different types of maps/visual prompts</li> </ul> <p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>- Impact of climate change on different biomes</li> <li>- Importance of an ecosystem within a biome</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>- Impact of globalisation on trade</li> <li>- How cultural differences are shaping the world we live in today</li> <li>- Globalisation in relation to trade</li> </ul>